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ABSTRACT

The activities included in the field coordination and data collection phase of the Beginning Teacher Evaluation Study are described. A history of the recruitment, selection, and training of field personnel, a description of coordination efforts with teachers and school districts, a discussion of the various aspects of scheduling, and the procedures for logging-in and checking the quality of the field data are presented. Each section of the report summarizes, in sequence, the tasks required for collection of the field data, and provides supporting documents. (Author/GDC)

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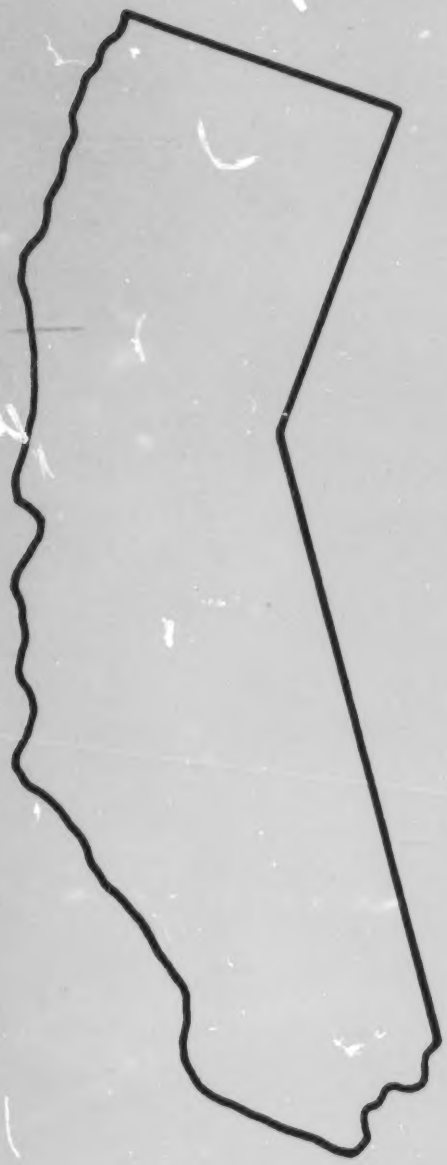

BTES

BEGINNING TEACHER EVALUATION STUDY

Technical Note Series

Technical Note II-1

FIELD COORDINATION
PHASE III-B
BEGINNING TEACHER EVALUATION STUDY

W. Pearl Howell
and
Carol F. Rice

July, 1977

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Technical Note II-1

FIELD COORDINATION
PHASE III-B
BEGINNING TEACHER EVALUATION STUDY

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Submitted to

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July 1977

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PREFACE

This is one of a series of reports by the Far West Laboratory for Educational Research and Development, concerned with the study of teacher effectiveness. Under contract to the California Commission for Teacher Preparation and Licensing, with funding provided by the National Institute of Education, the Laboratory is studying teachers in second and fifth grade classes in order to identify teacher behaviors and classroom qualities that are related to reading and mathematics achievement. This multi-year research effort is titled the Beginning Teacher Evaluation Study (BTES). The study addresses a major policy issue of the California Commission which is the agency charged with certifying teacher training programs throughout the state. Simply put, the Commission wants information about what teacher behaviors are related to student outcomes. This information will then be used jointly by the Commission and the State institutions that it certifies to better insure that beginning teachers receive training in areas that have been empirically demonstrated to produce student learning.

Phase III-B refers to the large field study designed to test research hypotheses developed in earlier phases of the BTES. In order to complete the data collection for Phase III-B a major field coordination effort was required. This technical note describes the field coordination activities associated with Phase III-B. The field work was conducted during the period from September, 1976 to May, 1977. During this time recruitment and coordination of a sizable field staff, arrangement and supervision of complicated schedules, and conduct of several field liaison activities were ably carried out by Pearl Howell and Carol Rice. This technical note documents a number of the procedures used in these important activities.

In general, procedures describing specific training activities of teachers and field workers are included in other documents (for example, test administration and observation manuals) and are referenced where appropriate.

Our thanks and appreciation go to the teachers and students who participated in this phase of the study. Their cooperation and hard work make this kind of research possible.

Charles Fisher
Principal Investigator
Beginning Teacher Evaluation Study
July, 1977

Acknowledgements

We would like to acknowledge the cooperation of many people who contributed time, energy and skills necessary to complete this stage of the research. Various administrative personnel of the Bay Area school districts in the study -- Alameda, Fremont, New Haven, Oakland, Richmond, San Bruno, San Francisco, San Lorenzo, San Mateo, and Vallejo -- gave both permission and support for our activities. The principals, teachers, and students from these districts responded positively to the classroom interruptions and other time-consuming activities that field research requires. Since the data collection extended over an entire academic year, their continued enthusiasm and effort were particularly appreciated by the authors.

A team of nineteen fieldworkers deserve special recognition -- William Alvarez, Louise Caraco, Barbara Crockenberg, Cassandra Coleman, Cecilia Culang, Donatella Dina, Esther Ehrlich, Audrey Ferber, Pat Friday, Jennifer Gamble, Frances Kalfus, Grita Kamin, Deborah Learner, Marijean Legoullon, Fred McWilliams, Charles Richardson, Sharon Silber, Christina Weir, and Renee Zarlow -- for their commitment, conscientious effort and integrity during the data collection period.

We would also like to acknowledge the contribution of Edna Robnett who managed to keep track of innumerable details associated with the field work.

W.P.H.
C.F.R.
Field Coordinators
June, 1977

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I. INTRODUCTION

This technical report gives an overview of coordination activities that occurred during the data collection for Phase III-B of the BTES. A history of the recruitment, selection, and training of field personnel, a description of coordination efforts with teachers and school districts, a discussion of the various aspects of scheduling, and a discussion of procedures for logging-in and checking the quality of the field data are presented. Each major section of the report summarizes in sequence the tasks required for collection of the field data and provides supporting documents. Other tasks during the data collection phase, such as log training for teachers, instrumentation development, and observation training are presented in other BTES technical notes and reports.

II. HISTORY OF RECRUITMENT, SELECTION AND TRAINING OF FIELD PERSONNEL

Criteria for Selection of Fieldworkers

A job description for the position of fieldworker was generated by the field coordinators (see Appendix A). This description included specific requirements for the position. Experience was desired in the areas of data collection, classroom observation, teaching, interviewing, test administration, and educational field research. The staff was also interested in applicants who had related skills such as ability to establish rapport with classroom teachers, ability to make rapid decisions about teacher and student behavior, ability to cope with unanticipated problems, and ability to attend to details.

Recruitment of Fieldworkers

Recruitment of field personnel was conducted by the field coordinators. Fieldworkers were identified from applicants for the coordinators' positions, lists of unemployed teachers and persons who had previously done temporary work for Far West Laboratory. Potential fieldworkers were contacted by advertisement, letter or telephone.

The field coordinators reviewed over fifty resumes and approximately thirty of these applicants were interviewed over a two week period. Interviewees were given a copy of the job description and provided with information on salary, benefits, and duration of the employment. In addition to the salary schedule (Table 1), fieldworkers were given the opportunity to enroll in a course entitled "Field Research in Elementary School Instruction I and II" for eight quarter units of extension credit through California State College at Dominguez Hills.

Twenty candidates were selected for training. One fieldworker resigned during August and in September eighteen full time and one half time trained fieldworkers were available for data collection.

Training of Fieldworkers

Overview of training. Fieldworker training had several phases. The initial training was conducted from August 23 to October 15, 1976. Training sessions generally lasted from 9:00 a.m. to 4:00 p.m. The first two weeks of training were spent on several aspects of field data collection, including test administration (3 days), log training (3½ days), interview procedures (2 days), and general liaison procedures (1½ days). The training process was interrupted at this point and next three weeks were spent contacting teachers, conducting an initial interview with teachers and administering the student Selection Test. At the conclusion of these activities, three weeks of observation training began. Actual classroom observation began October 25, 1976. After the Christmas holidays, all fieldworkers participated in inservice training which lasted one week.

Fieldworker training was seen as an on-going process by both BTES staff and fieldworkers. Throughout the study, "lab days" were held once a week. The nature of these lab days varied but generally fieldworkers had responsibility for "checking in" any data collected during the previous week- reviewing data for completeness, and picking up messages and communications from participating teachers and staff. At least half of the lab day was devoted to a general meeting of all fieldworkers and members of the staff. This meeting afforded fieldworkers an opportunity to discuss any problems which occurred during the previous week of observation. These discussions occasionally resulted in additions to and elaborations of the Observer's Manual. Lab days were also used for general meetings and

Table 1

Fieldworker Salary Schedule

Time Period	Salary
August 23 - December 31, 1976	$6.67/hour
January 3 - February 21, 1977	$7.33/hour
February 22 - May 31, 1977	$8.00/hour

Descriptive data on the fieldworkers has been summarized in Table 2. Over half of the fieldworkers had teaching experience. The majority were women and the median age of the field personnel was thirty years.

Table 2

Demographic Data on Fieldworkers (N=19)

Demographic Variable		
Sex:	Male	3
	Female	16
Ethnicity:	Asian	1
	Black	5
	Chicano	0
	White	13
Education:	BA Degree	13
	MA Degree	6
Teaching Credential:	yes	11
	no	8

discussions of procedures for additional data collected throughout the study (ex., socioeconomic status data, ethnicity data, and teacher attitude).

In general, agendas (Appendix A) and training materials were distributed to the fieldworkers a day before the session. Trainees were asked to read them beforehand and bring any questions to the session. Each fieldworker compiled in the course of the training, an extensive "training manual" which included: agendas, schedules, general instructions to testers, testing schedules, Interview and Questionnaire Manual, Daily Rating Scales for Observers, Log Training information, general study information, checklists, and an Observer's Manual. Further information on several of the data collection instruments and procedures is included in Technical Report I-5 (Marliave, 1977). On occasion, trainees expressed difficulty or dissatisfaction with various aspects of the materials or procedures to be followed. These concerns were addressed by BTES staff.

Presentation of information on different sections of the training were conducted by various members of the staff and their procedures are summarized below.

General Procedures and test administration training. General coordination for the training of test administrators was conducted by the field coordinators. The first session included a welcome by senior staff and a general introduction to the BTES project. Trainees were briefed on the history and purpose of the BTES project, presented with a summary of data collection instrumentation, and participated in a discussion of the goals of the training and their role in the study. Considerable time was spent giving an overview of the fall schedule of events for fieldworkers.

Trainees were provided with the following information (see Appendix A): fall schedule for fieldworkers, goals and objectives for training, training

agendas, procedural checklists, and training materials. Training materials included copies of tests and testers manuals and general instructions to testers. After receiving the materials, fieldworkers were asked to study them thoroughly. The activities to be performed were initially discussed and then carried out in small groups. At the end of each session there was a large group discussion of any problems encountered during the process.

The staff had specific goals and objectives for test administration training. By the end of training fieldworkers were to have a clear understanding of test instructions, a familiarity with test items and a knowledge of procedures to follow during testing days. In order to effectively meet these goals, the following procedures were used to train fieldworkers.

Fieldworkers carefully reviewed the Student Selection Tests for Grades 2 and 5 and accompanying manuals. They formed four small groups and role played administering and taking the test. While in the smaller groups, trainees discussed problems encountered and appropriate solutions. After the large group reconvened, trainees reviewed general testing procedures and discussed any problems that arose during the role playing. The same procedure was followed for the training associated with the A, B, and C test administrations.

In order to evaluate the extent to which the trainees met the objectives of test administration training, the field coordinators observed each trainee during a role play session, noting delivery of test instructions, anticipation and solution of problems, and adherence to procedures.

Coordination of log training. Three and a half days of log training[1] were conducted by two senior staff members. The primary goals of log training

[1] A complete description of log training materials and procedures used with teachers is included in Technical Note IV-2a (Dishaw, 1977).

were that fieldworkers understand the content of both the mathematics and reading glossaries, categorize mathematics and reading content into log codes, and teach log keeping procedures to teachers.

Large group meetings were held with fieldworkers to introduce them to the teachers' log keeping procedures. Glossaries for mathematics and reading (2nd and 5th grades) and other materials with examples of coding, were distributed to the fieldworkers. Staff trainers discussed the definitions of the content categories and answered trainees questions. The fieldworkers were asked to code the content of the mathematics and reading subtests in the student Selection Test. This exercise was followed by further discussion of log content coding and problems encountered with it.

At the end of this portion of training each fieldworker was asked to complete, independently, a log coding packet. The packet contained summaries of a typical day's instruction in 2nd and 5th grade classrooms. After the evaluation packet was completed, staff trainers met with fieldworkers individually and in small groups to discuss problem areas.

Coordination of interview training. Interview procedures and guides were developed in consultation with Nomos Institute staff. They also assisted BTES staff in this training effort. Objectives for the interview training included the ability to take complete, accurate and legible notes during teacher interviews, ability to use interview guide questions to elicit specific information, and ability to probe teacher responses.

Interview and Questionnaire Manual and Guides[1] were carefully examined by the fieldworkers. A group meeting with BTES staff trainers and Scott McDonald, of Nomos Institute, was held to discuss questions relating to

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[1] Information on Interview Instrumentation is included in Technical Report I-5 (Marliave, 1977).

interview procedures. Fieldworkers listened to two tapes of actual teacher interviews and took notes; a discussion of these taped interviews followed. The remainder of the training was spent roleplaying various interview situations. Fieldworkers formed pairs, one playing the role of the teacher and the other being the interviewer, then they reversed roles. These simulated sessions were recorded on tape and subsequently discussed.

In order to evaluate interview skills, two staff trainers recorded two simulated interviews. Fieldworkers listened to the audio recordings and took notes on the teacher responses. They also noted procedural errors and the appropriate corrective measures. Fieldworkers received evaluative feedback regarding both their notes and the procedural errors that they identified.

Coordination of Observation Training. Since observation training was a major task, it was covered in an extensive three week session. The major performance objective was the attainment of acceptable inter-observer reliability. Other performance objectives included no errors on op-scan sheets (in terms of the coding error checklist), all circles on op-scan sheets filled in darkly and completely, no stray marks on op-scan sheets, and complete observations as scheduled.

Fieldworkers were asked to read the observer's manual which included an overview of the observation system, an outline of observation categories, general procedures for observation, and an explanation of observation categories. Further information on observation instrumentation is included in Technical Report I-5 (Marliave, 1977).

Trainees spent three days reviewing and discussing the observation categories. Fieldworkers were then paired and spent the morning at schools using the observation system in classrooms. Each pair observed for approximately 20 minutes and left the classroom to discuss the experience with each

other, making note of any questions. They then returned to observation, repeating this cycle. Fieldworkers returned to the Laboratory by 1:30 p.m. for an afternoon of discussion of problems encountered during the morning's observation practice. Paired observer agreement was examined for selected coding categories each afternoon. Discrepancies were discussed. During the final week of observation training, paired observation data were collected for the determination of inter-observer reliability. This reliability was found to be acceptable for the initiation of data collection.

A complete description of the observation training procedures will appear in the appendices of the final report for Phase III-B of BTES.

Coordination of inservice training. Five days were spent on inservice training immediately following the Christmas holidays. A general meeting was held to discuss procedures. Major changes were instituted regarding log procedures. In order to have more effective log collection, each fieldworker was assigned either primary or secondary responsibility for particular teachers. These responsibilities are outlined in Appendix A. Fieldworkers were also given a checklist for log filing procedures (see Appendix A).

During this period, three days were devoted to observation procedures. Pairs of fieldworkers observed in classrooms until noon. Partners were alternated daily. One worker coded while the other worker observed and noted his partner's observational procedures. Roles were alternated every half hour. In the afternoon, fieldworkers met at the Laboratory to discuss procedures for increasing observer reliability.

At the conclusion of the data collection period in May, 1977, fieldworkers completed a confidential debriefing questionnaire. This gave fieldworkers an opportunity to share insights regarding the classroom they observed during the course of the study, that may or may not be reflected in the data

they collected.

Coordination of Rating Scale Training. Field workers completed rating scales at the end of each day of classroom observation. The scales covered several areas of classroom climate, teacher and program characteristics (see Marliave, 1977). The training for the ratings was carried out in conjunction with the observation training. In one afternoon session, a BTES trainer presented the scales and their definitions including examples of classroom situations and how they would be coded. Following this session, the fieldworkers went to schools to practice observation procedures. At the end of these practice sessions, fieldworkers completed the set of rating scales. On returning to the Laboratory problems arising from the completion of the scales were discussed with the trainer. This cycle of practice and discussion was completed three times. Supplementary ground-rules for rating scales were distributed after the training period ended. These ground-rules covered the coding of background information, special codes for cases when a specific scale was inappropriate, and procedures to ensure confidentiality of the data.

III. LIAISON WITH TEACHERS AND SCHOOLS

Recruitment of Teachers

The Far West Laboratory received a list of approximately 122 volunteer teachers from the Bay Area who were recruited by the California Commission for Teacher Preparation and Licensing in the spring of 1976. The number of volunteer teachers was reduced when two comparatively high socio-economic status schools were dropped and one entire school district was deleted because they could not supply socio-economic status data.

Initial contact of teachers by Far West Laboratory was handled early in September. Each fieldworker contacted five to ten teachers by phone. After determining whether the teacher was still interested in participating in the study, an on-site visit by our field staff was scheduled to discuss the year's activities and answer questions teachers might have. A checklist used by field staff listing specific items included in the initial phone contact is in Appendix A.

Initial Conference with Teachers

Teacher conferences were held by field staff during the week of September 13, 1976. The purpose of the conference was to give the teacher some general information regarding the BTES study, discuss honorarium and credit arrangements, review the schedule of events, collect some demographic information from the teacher, hand out the Classroom Background Questionnaire, schedule the student Selection Test and initial interview, and introduce log keeping materials. A checklist containing the specific items covered in this conference is included in Appendix A.

During the initial conference, fieldworkers distributed and discussed a General Information Letter to Participating Teachers and a Schedule of

activities (Appendix B). Specific information regarding benefits for participating teachers were outlined.

Benefits for Participating Teachers

The Far West Laboratory paid the enrollment fee for four quarter units of extension credit through California State College at Dominguez Hills. Each full-year participant received an honorarium of $100.00. Half of the honorarium was paid in December, 1976 and the balance was paid in May, 1977, at the conclusion of the data collection phase.

Teachers were given an option of attending log training sessions at the FWL on either a Friday or a Saturday. Those teachers who chose the Saturday session received a $30.00 stipend. Substitute services were arranged for all Friday participants.

Participants were given the option of four additional quarter units in the Spring, 1977 at California State College at Dominguez Hills or an additional $25.00 honorarium for teachers who did not desire extension credits.

Communication with Teachers

To facilitate future contact with teachers and other school personnel, fieldworkers completed an identification card on each teacher containing the following information: teachers name, school address and phone, home address and phone, social security number, times school begins and ends, best times to reach teacher by phone at school, and directions to the school. Additional information was obtained from teachers or school secretaries which included school schedule, school calendar, class schedule and class lists.

Each fieldworker had an individual mailbox, located in the field coordination area at the Far West Laboratory, for messages and communications from teachers and BTES staff. Teachers were kept informed of schedules, reminded

of responsibilities, thanked for efforts, and given feedback on data collected, by letters from the field coordinators. Copies of general letters sent to all teachers during the data collection phase of the study are included in Appendix B. Immediate questions or concerns which could not be answered by fieldworkers were directed to the field coordinators. Pearl Howell assumed primary responsibility for grade five concerns and Carol Rice had responsibility for grade 2.

Contact with schools was conducted by the field staff in a professional manner. Fieldworkers established a good working relationship with principals, teachers, school personnel and students. Relationships with teachers were characterized by cooperation on both sides which contributed to good communication and to efficiency of data collection activities.

Feedback to Teachers

The BTES staff placed special emphasis on sharing information about research results with participants. Each teacher received the scores of individual students tested in his or her class on three different occasions. A report of test results and a manual for test score interpretation were sent by special delivery to teachers approximately six weeks after each testing occasion. Scores were sent in this manner to preserve confidentiality.

At the end of the data collection phase in June, 1977, teachers who participated in this phase of the study were invited to an end-of-the-year meeting. At that meeting teachers were provided with a description of the observation variables and procedures. They were also given information on the instructional time data submitted to us through their daily logs. Each teacher received a separate report on time in reading and mathematics content for each target student in his or her class. Tables were distributed providing descriptive data on allocated time per class and across classes, and the proportion of allocated time per class for specific instructional areas.

Throughout the data collection phase participating teachers received a BTES newsletter published by the California Commission for Teacher Preparation and Licensing.

IV. SCHEDULING

Assignment of Fieldworkers to Grades and Teachers

Some considerations leading to the assignment of field personnel to teachers and grades included personal preference, experience working with a particular grade level, and proximity of the school to the home of the fieldworker.

While these considerations were used whenever possible, other criteria received priority. The study design required that:

a. each class would be observed at least once per week,

b. the same class would be observed by more than one person in order to reduce the possibility of observer bias,

c. paired observations, as well as single observations, would be conducted throughout the duration of the study to check observer reliability,

d. field personnel with teaching experience would be paired with those with non-teaching experience whenever possible, and

e. assignments would be flexible enough to accommodate changes due to teacher/personnel personality conflicts and losses by attrition.

Scheduling of Fieldworkers and Teachers

Where possible each fieldworker was scheduled to observe in one or another of his/her assigned classes every week on alternating days of the week. Since two or three fieldworkers were assigned to the same class, a fieldworker might see a particular class once every two or, in a couple of cases, three weeks. All 46 classes were observed at least once per week unless school was officially not in session, the teacher was absent, the class went on a field trip, it was a minimum day, or the fieldworker was ill or otherwise detained and no one else was available to conduct the observation.

Observations were not conducted when a substitute teacher was present

unless the regular teacher was expected to remain out over an extended period of time and the substitute was considered to be long-term. However, in a few cases, if the teacher was consistently absent on observation days, a short-term substitute was observed.

When observations were missed, make-ups were arranged as soon as possible. Sometimes a teacher was observed twice in one week by one or more of the regularly assigned observers.

Seven or eight paired observations were scheduled each week to provide data on observer reliability. Field coordinators paired every observer with every other observer at least once during the data collection phase with the exception, of course, of those observers whose employment terminated prior to the close of data collection. A paired observation matrix showing observation data by fieldworker for the A-B and B-C periods is presented in Appendix D.

Field coordinators developed and disseminated complex observation schedules which included an organization by teacher and school and a "calendar" for field personnel which listed daily assignments. An observation schedule for the weeks of March 7 through March 28, 1977 is included in Appendix C.

A new schedule was constructed with the approach of each testing occasion. In addition to receiving this new "Testing Schedule", each fieldworker was provided with another personal calendar outlining as many as two testing assignments constituting four testing sessions per day. When possible, field personnel were assigned to test in classes where they had observed. With few exceptions, the testing was scheduled to be completed in one week with a second week and usually two or three days of a third week alloted to make-ups.

Enumeration of Teacher Attrition

Table 3 enumerates teacher attrition during Phase III-B of the Beginning Teacher Evaluation Study. Of the 122 teachers recruited by the Commission for Teacher Preparation and Licensing, seventy-six (76) agreed to participate in the study when contacted in September, 1977. Of the seventy-six, several were lost to the study for various reasons. Seven (7) either dropped out for personal reasons or their classes were not chosen for the study by the project staff due to the high socio-economic status of the classes. Sixty-nine (69) teachers completed log training. Thirteen (13) teachers dropped out of the study or were de-selected after the training was completed. Most of the teachers who dropped out at this time indicated that they were either no longer interested in participating in the study or that they were unable to commit the amount of time required for record keeping. Some teachers were not selected for the study because student Selection Test scores did not fall within the "designated band" (see Cahen, 1977) in reading or mathematics.

After "A" testing and for the remainder of the school year, teacher attrition was remarkably low. Just prior to the Christmas break and immediately following "B" testing, one fifth grade teacher decided that, since he had not kept records all along, it would be best to drop out completely. A fifth grade class taught by three teachers in a team situation was affected by a change in school program; consequently, after "B" testing, one of the teachers was no longer responsible for instructing the six pupils who participated in the study. Near the end of the data collection phase, still another fifth grade teacher was killed in a traffic accident. The study suffered a decline in the total number of teachers, but the number of classes remained fairly stable; so that after "C" testing the actual number of second grade teachers was 27 (25 classes) while the number of fifth grade teachers decreased by one leaving

a total of 28 grade five teachers (21 classes) to complete the study.

Differences in the number of classes and the number of teachers can be attributed to situations in which team-teaching approaches were employed. For example, at one school five teachers taught two classes.

Table 3

Enumeration of teacher attrition during Phase III-B of the Beginning Teacher Evaluation Study

Time Period	2nd Grade	5th Grade	Total
Dropped out of the study or de-selected from the study prior to log training	1	6	7
Dropped out of the study or de-selected from the study after log training	4	9	13
Dropped out of the study after "A" testing	0	0	0
Dropped out of the study after "B" testing	0	3	3

V. QUALITY CONTROL OF DATA COLLECTION

General Procedures for Logging-In and Checking the Quality of Field Data

Procedures for handling data from observer or tester to computer system files were developed by the project coordinators. Log-in systems included the development of complex schedules against which all in-coming observation data were checked on a weekly basis. When discrepancies appeared, a reason was noted on the observation schedule. By the end of the data collection period 22 weeks of observation data sheets were filed chronologically in labeled boxes. Observation code sheets (op-scan) were eventually checked and forwarded to Intran Inc. in Minnesota for processing. At the close of each observation period, a matrix listing participating teachers, grade level, and I.D. number was constructed (Appendix D). Each matrix gives actual observation dates, and indicates by observer initials, which fieldworker was responsible on the given occasion. Two sets of fieldworker initials are provided when a paired observation occurred.

Completed Interview Guides were logged-in in a similar fashion and filed in binders. Each binder contained all of the completed interview forms for a particular teacher or classroom depending on whether or not a team-teaching situation existed.

Daily rating scales were turned over to data processing personnel for keypunching.

After each testing occasion, tests were logged-in and processed as they were completed. Test report forms and lists of identified students with test dates were filed by grade level in separate binders. A table for grade two and another for grade five containing teacher, school, and actual testing dates were generated and disseminated among various staff members after

A testing (see Appendix D). Analogous information was dispersed immediately following the B and C testing occasions.

Forty-seven additional binders were provided specifically to store teacher log materials. Brief comments on the procedures for processing teacher logs and procedures for checking Op-scan sheets are discussed in the sections that follow.

Procedures for Processing Teacher Logs

On each classroom observation day fieldworkers collected the previous weeks log data[1] from the teacher. The fieldworker consulted with the teacher as needed when questions on log keeping arose. Logs were returned to the Laboratory and filed in binders (one for each teacher or class). Days for which reading or mathematics logs had been collected were checked off on the teachers log book calendar. The worker also noted on the calendar which day he/she had observed in a particular classroom and indicated which day's logs had been collected.

As primary worker for three or four teachers, each fieldworker was responsible for the clerical preparation and quality control of log data for his/her assigned teachers. The worker reviewed the logs to make sure all sections to be completed by the teacher were correctly filled in and that all required log forms were accounted for. If logs were missing, the fieldworker contacted the teacher and obtained the missing information. Fieldworkers entered the teacher and student identification numbers on the log forms. After January, 1977 student I.D. numbers were pre-printed with student names and numbers. Teacher I.D. numbers had to be entered throughout the school year. Workers used codes to indicate school holidays, non-instructional days,

[1] A full description of teacher log training and processing is presented in Technical Note IV-2a (Dishaw, 1977).

and missing data days. Log information was required for each day that school was in session.

Logs were reviewed by field personnel to see if they reflected classroom reality. Particular attention was given to content categories that may have been confusing to the teacher. Notes written by the teacher were evaluated to verify correct content categorizations. Obvious corrections on logs were made by the fieldworkers and initialed. Problems which appeared on a number of logs or in cases where the worker was unsure of what the teacher was doing were discussed with other staff and the teacher prior to making changes on the log form.

A simple content checklist was completed on each observation day to help the worker evaluate the logs when they were received the following week. These checklists were reminders to the workers and identified gross discrepancies on the teacher logs. Once the worker determined that the logs met quality control standards he/she initialed the "Ready for Processing" checklist in the log book. This form listed by week logs from October 25, 1976 through April 29, 1977. Logs were removed from the log book on a monthly basis, bundled, and keypunched.

Procedure for Checking Op-Scan Sheets

Much time was devoted to quality control of the observation data. Some 16,000 optically scanned sheets were reviewed several times to reduce clerical and other kinds of errors. In addition to the preliminary checking conducted by the original observer op-scan sheets were error-checked at least twice by a subgroup of four fieldworkers. A Checklist for Coding-Error Control (see Appendix D) was developed including a Coding Check Tally Sheet on which "checkers" recorded the numbers and kinds of errors.

An additional list of Op-scan I.D. Information Print-Out Checking

Procedures was developed toward the end of the data collection phase. This checking was completed by two fieldworkers. Further data cleaning operations were conducted with extensive use of computer routines prepared especially for this purpose.

Additional Data

In addition to retrieving daily observation data, testing, collecting completed log forms and interviewing participating teachers, field personnel were required to collect the following types of descriptive data:

1. BTES Pupil Socio-Economic Status Form (completed by the teacher)
2. Ethnicity Survey (completed for both teacher and identified student)
3. Fieldworker Debriefing Form (fieldworker completes one for each teacher assigned to him or her)
4. Teacher Attitude Questionnaire (completed by the teacher)
5. Identification Card (one completed for each participating teacher)

Copies of the forms used in compiling the various descriptive data are included in Appendix D.

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APPENDIX A

BTES
BEGINNING TEACHER EVALUATION STUDY

Job Description -- Field Workers

Field Workers will be responsible for the data collection activities of the Beginning Teacher Evaluation Study (BTES) during the 1976-1977 school year. Responsibilities will include test administration, conducting interviews, administering questionnaires, observation of classroom instruction and monitoring of log completion and collection of completed logs.

Applicants must have previous research/classroom observation experience in the social sciences and/or elementary school teaching experience. Applicants must have previously demonstrated their ability in field research and data collection. This may have been demonstrated with experience in related skills including ability to establish rapport with classroom teachers, ability to make rapid decisions about teacher and student behavior, ability to cope with unanticipated problems and attention to detail.

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8/12/76

BTES
BEGINNING TEACHER EVALUATION STUDY

Training Agenda for Field Workers
August 23, 1976

- - - - - - GOOD MORNING AND WELCOME TO THE BTES PROJECT! - - - - - -

9:00 - 10:15 a.m.	-	Personnel Procedures
10:15 - 10:30 a.m.	-	Coffee Break
10:30 - 11:00 a.m.	-	General Introduction to BTES -History and purpose of BTES project -Data Collection Instruments -Field Workers Role
11:00 - 11:30 a.m.	-	Fall Schedule of Events for Field Worker
12:00 - 1:00 p.m.	-	Lunch Break
1:00 - 1:30 p.m.	-	General guidelines and instructions for Test Administration
1:30 - 2:45 p.m.	-	Read Selection Test and Manual
2:45 - 3:00 p.m.	-	Break into four (4) groups and role play taking the Selection Test. Think about problems encountered and bring in notes for discussion Tuesday.

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8/20/76

BTES
BEGINNING TEACHER EVALUATION STUDY

Training Agenda for Field Workers
August 24, 1976

9:00 - 10:15 a.m.	-	Review Notes of General testing Procedures. (Problems anticipated, encountered, and possible solutions).
10:15 - 10:30 a.m.	-	Coffee Break
10:30 - 10:45 a.m.	- -	5th Grade - Day 1 Testing Read Session 1 & 2
10:45 - 11:30 a.m.	-	Discuss and Role Play
12:00 - 1:00 p.m.	-	Lunch Break
1:00 - 1:15 p.m.	- -	5th Grade - Day 2 Testing Read Session 1 & 2
1:15 - 2:00 p.m.	-	Discuss and Role Play

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8/20/76

BTES
BEGINNING TEACHER EVALUATION STUDY

Training Agenda for Field Workers
August 25, 1976

9:00 - 10:15 a.m.	-	Review Notes of General Testing Procedures and Problems Encountered
10:15 - 10:30 a.m.	-	Coffee Break
10:30 - 10:45 a.m.	-	2nd Grade - Day 1 Testing
	-	Read Session 1 & 2
10:45 - 12:30 p.m.	-	Break into four (4) groups for Role Play and Take Test (Make notes)
12:30 - 1:30 p.m.	-	Lunch Break
1:30 - 1:45 p.m.	-	2nd Grade - Day 2 Testing
	-	Read Session 1 & 2
1:45 - 3:30 p.m.	-	Break into four (4) groups for Role Play and Take Test (make notes)

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8/20/76

BTES
BEGINNING TEACHER EVALUATION STUDY

Training Agenda for Field Workers
August 26, 1976

9:00 - 10:15 AM	-	Discuss 2nd grade testing (both sessions)
10:15 - 10:30 AM	-	Coffee Break
10:30 - 11:00 AM	-	Discuss "A" testing Procedures
11:00 - 11:30 AM	-	Discuss "What to tell Teachers" about the Study-Fieldworkers Role
12:00 - 1:00 PM	-	Lunch Break
1:00 - 2:00 PM	-	Introduction to teachers' Log keeping procedures.
	-	Read glossaries and instructions for math logs, make notes for discussion on 8/27

BTES
BEGINNING TEACHER EVALUATION STUDY

Training Agenda for Field Workers
August 27, 1976

9:00 - 10:15 AM	-	Discuss any questions on math logs (with Marilyn and Nikki)
10:15 - 10:30 AM	-	Coffee Break
10:30 - 11:30 AM	-	Code the content of the items on our math tests
12:00 - 1:00 PM	-	Lunch Break
1:00 - 3:00 PM	-	Further discussion of log keeping and content coding in mathematics (with Marilyn)
	-	Hand out materials for reading logs - to be read for discussion 8/30.

BTES
BEGINNING TEACHER EVALUATION STUDY

Training Agenda for Field Workers
August 30, 1976

9:00 - 10:15 AM	-	Discuss any questions on reading logs (with Nikki)
10:15 - 10:30 AM	-	Coffee Break
10:30 - 11:30 AM	-	Code the content of the items on our reading tests
12:00 - 1:00 PM	-	Lunch Break
1:00 - 3:00 PM	-	Further discussion of log keeping and content coding in reading (with Nikki)
	-	Hand out log coding packets to be completed individually Tuesday morning and handed in Tuesday 8/31 PM.
	-	Hand out Interview Guides to be read for discussion on 8/31.

BTES
BEGINNING TEACHER EVALUATION STUDY

August 31, 1976

9:00 - 12:00 p.m.	-	At home, complete log coding packets and read interview materials.
1:00 - 3:00 p.m.	-	Hand in log packet sheets
	-	Introduction to interviewing
	-	Discuss questions relating to interviewing.

BTES
BEGINNING TEACHER EVALUATION STUDY

September 1, 1976

9:00 - 10:30 a.m.	-	Listen to two tapes and take notes
10:30 - 10:45 a.m.	-	Coffee Break
10:45 - 12:00 noon	-	Discuss tapes with Rick, Pearl, Carol and Scott.
12:00 - 1:00 p.m.	-	Lunch Break
1:00 - 3:00 p.m.	-	Role Play in pairs - Interview Guides I and II (takes notes and record and discuss interview with partner.)
3:00 - 4:00 p.m.	-	Discuss Interviews with total group

BTES
BEGINNING TEACHER EVALUATION STUDY

September 2, 1976

9:00 - 10:15 a.m.	-	Role play (in pairs) with Interview Guide III. Take notes, record, and discuss with partners.
10:15 - 10:30 a.m.	-	Coffee Break
10:30 - 12:00 noon	-	Discuss Interview Guide III with total group.
	-	Hand out sample log for Interview Guide IV.
	-	Individually pose questions that you would ask about the logs.
12:00 - 1:00 p.m.	-	Lunch Break
1:00 - 3:00 p.m.	-	Discussion on notes of log questions.
	-	Role Play in pairs with Interview Guide IV, (Take notes, record, and discuss with partners) on the basis of those questions.
3:00 - 4:00 p.m.	-	Discuss interviews with total group.

BTES
BEGINNING TEACHER EVALUATION STUDY

September 3, 1976

9:00 - 10:15 a.m.	-	Evaluation of Interview skills - Take notes on a tape. Devise interview questions about a sample teacher log.
10:15 - 10:30	-	Coffee Break
10:30 - 12:00	-	Go over "Initial Phone Contact with Teachers" procedure.
	-	Go over "Teacher Conference" procedures.
12:00 - 1:00 p.m.	-	Lunch Break
1:00 - 2:00 p.m.	-	Review of "What to tell Teachers"
	-	Discuss any questions regarding teacher contacts.
2:00 - 3:00 p.m.	-	Sum up all procedures for the following week.

BTES
BEGINNING TEACHER EVALUATION STUDY

Fall Schedule for Field Workers

Week of Monday	Activities
August 23	Training ---- general introduction test administration
August 30	Training ---- teacher logs interview procedures
September 6	Teacher contacts,
September 13	Conference with teachers
September 20	Selection Testing (whole class) Initial Interview - Guide I Go over log keeping with teacher
September 27	Training -- observation procedures
October 4	
October 11	
October 18	"A" testing; planning interview (target students)
October 25	Observation; interviewing; log monitoring
November 1	
November 8	
November 15	
November 22	
November 29	
December 6	"B" testing (target students)

BTES
Beginning Teacher Evaluation Study

Field Worker Training - Goals

Test Administration

- Clear understanding of test instructions
- Familiarity with test items
- knowledge of procedures to follow during testing days.

Log Keeping

- Understanding of the content of both math and reading glossaries.
- Ability to categorize math and reading content into log codes.
- Ability to relay log keeping procedures to teachers and answer teachers questions about these procedures.

Interviewing

- Ability to take complete, accurate, and legible notes during teacher interviews.
- Ability to use interview guide questions to elicit specific information needed in the study.
- Ability to probe teacher responses appropriately and effectively.
- During training, demonstrate sensitivity and judgement in eliciting information specified by guide questions.

Observer Performance Objectives:

*No errors on op scan sheets
(see coding error checklist and the addendum thereof)

All circles on op scan sheets filled in darkly and completely

No stray marks on op scan sheets

Complete observations as scheduled (assuming no uncontrollable events, such as teacher absence)

Attend all scheduled meetings on time

General Instructions to Testers

Selection Test

The selection test is a 50 minute test containing reading and mathematics items. It is administered to the whole class in one continuous session. (We will use this test to select target students.)

Teachers

The teacher will be in the room during the testing. The major reason for this is to help maintain order. The BTES staff member is in all cases responsible for administering the test.

At the beginning of the test session, give the teacher a copy of the test. Say something like

> YOU MIGHT WANT TO LOOK THROUGH A COPY OF THE TEST.

The teacher may look through the test during the test session, but be sure to get the test back at the end of the session. Do not let the teacher keep a copy of the test. (The reason for this is that the tests are used for research purposes only; they contain copyrighted material and we are not authorized to distribute them.)

The teacher may want to help circulate and answer questions (see below). This is permissable as long as the teacher understands that he may only repeat the instructions and may not read words for the child or try to explain the task more clearly. When you give the test to the teacher, enlist the teacher's help as follows:

AT THE BEGINNING OF THE TEST THE STUDENTS HAVE TO FILL IN SOME IDENTIFICATION INFORMATION. PLEASE HELP ME CHECK THAT THEY FILL OUT THE COVER CORRECTLY. DURING THE TEST, YOU MIGHT WANT TO HELP ANSWER QUESTIONS. WE CAN REPEAT THE INSTRUCTIONS TO STUDENTS, BUT BE SURE NOT TO HELP STUDENTS ANSWER THE TEST QUESTIONS.

Circulating to Check (Not Help!)

During the testing, it will be necessary to circulate around the room to make sure that students have understood the directions correctly. A student who is confused may raise his hand for help. If this happens (or if you see a child who is not following directions), repeat the instructions to the child. You may point out to him where he is supposed to read and mark. But do not help him answer the questions. And do not read any words for the child during the reading tests. A standard reply for a student who asks about an answer is

DO WHATEVER YOU THINK IS RIGHT. or CHOOSE THE ANSWER YOU THINK IS BEST.

If teachers or teacher aides are circulating, try to make sure that they are not giving extra "aid."

Frustrated Children

Remember that these children are helping us by taking these tests. Try whenever possible to encourage the students and to thank them for their help.

Some children will find the exercises frustrating. Try to encourage each child to figure out what he can. Say something like:

> I KNOW SOME OF THE QUESTIONS ARE DIFFICULT. MAYBE YOU HAVEN'T LEARNED SOME OF THESE THINGS YET. PLEASE TRY TO FIGURE OUT WHATEVER YOU CAN ON YOUR OWN.

Guessing

Do not encourage students to guess randomly. Tell them:

> WORK OUT THE ANSWER THE BEST YOU CAN. THERE MAY BE SOME THINGS YOU DON'T KNOW. IF YOU CAN'T DO IT AT ALL, JUST LEAVE IT BLANK.

Classroom Management Tips

Especially at grade 2, it is important to keep the attention of the students focused on the tester and on the task at hand. During some examples, class participation is used to increase involvement. Be sure that students raise their hands during examples, rather than calling out. You may have to remind them of this.

Sometimes students who finish a section early will become restless. Attention can sometimes be reestablished by asking the students to look at the tester to show that they are ready to go on.

Time Limits

The time limits given for each subtest represent the maximum working time allowed for students after the directions have been given. These time limits should be observed fairly closely (give or take 15 seconds). We expect that in most classes the majority of students will finish within

these limits while a few students will consistently be slow. If all students finish before time is up, go on to the next section. If you have to stop students before they finish, tell them:

> IT IS TIME TO STOP. (or TIME TO GO ON.) IT'S OK IF YOU DIDN'T FINISH. WE JUST WANT TO TRY OUT SOME OF THESE EXERCISES.

Try to keep the classroom atmosphere work-oriented but not high pressured.

Preparation for Testing

Past experience has shown the importance of being well prepared for the onslaught of an active group of children. A good strong cup of coffee is often much more valuable than ten more minutes sleep. "Reading through" a test manual before hand is not an adequate substitute for practicing one's delivery.

Materials

When you go out into the field, you will need:

a watch with a second hand
test manuals
test booklets
scratch paper
extra sharpened pencils
DO NOT DISTURB sign
class list
record form
rubber band

You should return to Carol Rice (565-3020) or Pearl Howell (565-3011):

test booklets (with cover info checked) } enclosed
class list } in a
filled in record form } rubber band

TESTING REPORT FORM
Selection Test

Grade Level: _____

Teacher: _____ School: _____

Date: _____ Time: _____

Tester: _____

Number of Students Tested: _____ Number of Students Absent: _____

Conditions of Testing (Problems/Irregularities):

BTES
BEGINNING TEACHER EVALUATION STUDY

Initial Phone Contact with Teachers

1. ____ Introduce yourself and tell teachers you are contacting them regarding the study they agreed to participate in last year.

2. ____ Tell them you would like to set up a conference with them for the week of September 13 to discuss the year's activities and answer any questions they might have. This conference will take about one (1) hour.

3. ____ We need to know about all the reading and math instruction for the student in your class. Will any of your students leave the classroom for part of their reading or math instruction? (Follow-up prompts: for instance, a team teacher, or a reading or math lab).....(If yes): Those people will also need to participate in the study, so we can get complete information on student instruction. Would you ask them to come to the meeting next week? Or should I talk to them on the phone first?.....If you have to change the time of the meeting so everyone can be there, call me at _____.

4. ____ Ask teachers to have an extra class list available for the initial meeting.

5. ____ Phone the principal, introduce yourself, and inform him/her that you will meet with the participating teacher on the specified date, and can stop by to talk with him/her at that time if he/she wishes.

BTES
BEGINNING TEACHER EVALUATION STUDY

Conference With Teachers Check List

1. ____ Introduce yourself to the Principal and secretary of the school. (Make a note of their names - it is important to establish a good rapport with school personnel).

2. ____ Give Principal and Secretary copy of general information letter and schedule of events.

3. ____ Make sure you have the following materials when you go out into the field:

____ general information letter for teachers (3 copies)
____ schedule of BTES events (3 copies)
____ teacher log forms
____ sharpened pencils
____ Classroom Background Questionnaire

4. ____ General introduction for teacher:

____ Hand out general information letter and schedule of events.
____ Answer questions. Clear up any discrepancies regarding what the study is about and events they will be participating in this year.
____ Point out honorarium and credit arrangements.
____ Review schedule of events with teachers.

5. ____ Check with the teacher about the best hours to call him/her at school.

6. ____ Schedule Selection Test (whole class; 50 minutes)

____ Explain purpose to teacher. (Emphasize that only 30 of 45 classes at each grade will be kept in the study. Set time.
____ If it is a split class remind teacher that we will only need to test 2nd/5th graders. Non-English speaking students and other grade levels don't have to be tested but we can if teacher feels it would be easier.

7. ____ Remind teacher that on the Selection test day, you will also need to have time (1 hour) with him/her to conduct the Initial Interview.

8. ____ Introduce log keeping materials

____ Give notebook to teacher.
____ Explain purpose briefly.
____ Ask teacher to read materials by Selection Test day: questions will be answered then; teacher should plan to begin practice logs on day of Selection Test.
____ Point out that teacher should select six (6) students on grade level for practice logs and observation training.

9. ____ Get a class list

____ Copy list (if needed).
____ Ask teachers to identify any students who are double promotees or who have been held back.
____ If it is a split class, have teacher identify grade level of each student.

10. ____ Question whether other teachers or school personnel may be providing students reading or math instruction.

11. ____ Ask teacher what room might be available for the "A" Testing when we would be testing six (6) identified students.

12. ____ Hand out Classroom Background Questionnaire

____ Ask teacher to fill it out by the time of Selection Test
____ Let teacher look through to see if she/he has any questions.

13. ____ Recruit additional grade 5 teachers at schools where we only have grade 2.

9/9/76

BTES
BEGINNING TEACHER EVALUATION STUDY

Selection Testing Day-Procedure Check List

1. _____ Schedule testing session and initial interview (during teacher conference).

2. _____ Call the school the day before testing and leave a message reminding the teacher of the day and time of testing and interview.

3. _____ Make sure you have the following materials when you go out into the field:

_____a watch with a second hand
_____test manuals
_____test booklets
_____scratch paper
_____extra sharpened pencils
_____class list
_____testing report form
_____rubber band

} For Selection Test

_____tape recorder with extra batteries
_____Interview Guide No. I
_____paper for note-taking
_____tape cassettes

} For Teacher Interview

4. _____ On the day of testing, arrive at the school at least 15 minutes early. Talk to the teacher about testing procedure.

5. _____ After testing, fill in the report form. Check covers of test booklets and write in the teacher's name.

6. _____ Interview the teacher (recorded) according to Interview Guide No. I.

7. _____ After completing the interview, go over logs with the teacher

_____Answer questions.
_____Find out which 6 students teacher has picked out for practice logs and observation training.
_____Ask teachers to select the day they prefer for log training. Make a note of the date for our records.

8. _____ Schedule observation training days.

9. _____ Return the following items to Carol Rice (565-3020) or Pearl Howell (565-3011):

_____test booklets
_____class list } Enclosed in rubber band
_____report form

_____interview write ups
_____interview cassettes
_____tape recorder
_____Classroom Background Questionnaire } Labeled and enclosed in a rubber band
_____names of practice target students
_____date teacher will attend log training

BTES
BEGINNING TEACHER EVALUATION STUDY

"A" Testing Procedure Check List

1. _____ Schedule testing session (2 days, 2 sessions each) and planning interview (1 hour).

2. _____ Call the school the day before testing and leave a message reminding teachers of the days and time of testing and interview. Have the teacher prepare the students for your visit.

3. _____ Make arrangements to have a room available that will accommodate the testing of six students.

4. _____ On the day of testing, arrive at the school at least 30 minutes early in order to make sure the room is set up with chairs and desks.

5. _____ Make sure you have the following materials when you go out into the field:

For "A" Testing:
- _____general instructions to testers
- _____test booklets
- _____scratch paper (2 pieces per student, math only)
- _____sharpened pencils
- _____class lists
- _____record form
- _____watch with a second hand
- _____rubber band
- _____DO NOT DISTURB sign for the door
- _____"Ice Cream example" sign (2nd grade only)

For Teacher Interview:
- _____tape recorder with extra batteries
- _____tape cassettes
- _____paper for note-taking
- _____Interview Guide No. II (Planning Interview)

6. _____ Give test (grade 5 students hould take book or assignment).

7. _____ If a child is absent or misses the testing for another reason, schedule a make-up session within a few days, making sure to arrange this with the teacher, and make sure a room is available for the make-up session.

8. _____ Interview the teacher (recorded) using Interview Guide No. II.

9. _____ After testing, the Field Worker should return the following items to Carol Rice (565-3020) or Pearl Howell (565-3011):

"A" Testing Procedure Check List

_____test booklets
_____class lsit
_____filled in record form

} Enclosed in rubber band

_____interview write-ups
_____interview cassettes
_____tape recorder

} Labeled and enclosed in rubber band

A TESTING SCHEDULES:

Grade 5 Schedule

Day 1	Book 5M-1	(Math)	45 minutes
	Recess		10 minutes
	Book 5R-1	(Reading)	45 minutes
Day 2	Book 5R-2	(Reading)	45 minutes
	Recess		10 minutes
	Book 5M-2	(Math)	35 minutes

Grade 2 Schedule

Day 1	Book 2R-1	(Reading)	20 minutes - part 1 2 minutes - break 12 minutes - part 2
	One hour or lunch break		
	Book 2M-1	(Math)	22 minutes - part 1 2 minutes - break 12 minutes - part 2
Day 2	Book 2M-2	(Math)	22 minutes - part 1 2 minutes - break 18 minutes - part 2
	One hour or lunch break		
	Book 2R-2	(Reading)	25 minutes

BTES
BEGINNING TEACHER EVALUATION STUDY

"C" Testing Procedure Check List

1. _____ Remind the teacher of the dates and times of the testing sessions. Have the teacher prepare the students for your visit.

2. _____ Make arrangements to have a room available that will accommodate the testing of six students.

3. _____ On the day of testing, arrive at the school at least 30 minutes early in order to make sure the room is set up with chairs and desks.

4. _____ Make sure you have the following materials when you go out into the field:

   _____ general instructions to testers
   _____ test booklets
   _____ scratch paper (2 pieces per student, math only)
   _____ sharpened pencils
   _____ class lists
   _____ record form
   _____ watch with a second hand
   _____ rubber bands
   _____ DO NOT DISTURB SIGN for the door
   _____ "Ice Cream example" sign (2nd grade only)

5. _____ Give test (grade 5 students should take book or assignment).

6. _____ If a child is absent or misses the testing for another reason, schedule a make-up session within a few days, making sure to arrange this with the teacher, and make sure a room is available for the make-up session.

7. _____ After testing, the Field Worker should return the following items to Carol Rice (565-3020) or Pearl Howell (565-3011):

   _____ test booklets
   _____ class list
   _____ filled in record form

   } Enclosed in rubber band

Checklist for Weekly Observation

1. Make sure you have the following materials when you go out into the field:

   _____ #1 pencils
   _____ ob-scan sheets
   _____ classroom rating scale
   _____ Interview Guide No. III

2. Arrive at school at least 15 minutes early.

3. After completing a day of observation, inform the teacher of the date of the next observation. (THIS IS VERY IMPORTANT!)

4. Interview the teacher (not recorded) according to Interview Guide No. III.

5. Collect logs for previous week and remind teachers to have logs ready for next observation day.

6. Discuss any problems concerning logs with the teacher (inform Chris and Grita).

7. At the end of the day, after leaving the school, complete the daily classroom rating scale.

8. At the end of the day, check your ob-scan sheets for obvious errors or incomplete information.

9. Return the following items to Carol Rice (565-3020) or Pearl Howell (565-3011):

   _____ ob-scan sheets
   _____ interview write-ups
   _____ Daily Classroom Rating Scale

FIELDWORKER CHECK-LIST FOR FILING LOGS:

1. Always collect logs on observation day and check sequence of days at at school site. We should have a filler sheet when no math or reading occurs.

2. Keep all collected logs in separate manila envelopes for each teacher until weekly lab day.

3. File logs in log folder in sequential order.

4. Check off days of logs brought in on calendar in front of folder following legend and initial each box you check off. Note school holidays.

5. Write in teacher I.D.# on <u>each</u> sheet, next to teacher name.

6. Write in student I.D.# above each kid's name ... beware of chnaging order on some log sheets.

7. Make sure that observation day is checked of yes or <u>no</u>.

8. In team-teaching situations put corresponding days together.

9. Scan the sheets to see whether difficulty codes are being used. Some teachers are not using them at all and may have forgotten about them.

10. Absences should be coded in total time column only.

11. Check to make sure that each box is totaled and if not combine amounts into one number.

12. Check to see that columns are totaled and that totals seem reasonable.

** 13. Note anything unusual, wrong, consistently neglected, questionable, etc. on the note page in the front of the book.

14. Communicate anything which should be immediately brought to the teacher's attention to the next fieldworker to see her/him.

15. Mary Jean will take over general log-keeping supervision one day a week when she is not observing. That day will vary from week to week. All logging questions and problems are now referred to her.

Primary Worker Responsibilities

A. In the classroom:

1. During first or second visit with your primary teachers, work out that day's logs with them. Complete Student Curriculum form.

2. Become familiar with your primary classes so you'll be able to describe class and know whether what you observed on a particular day was an exception or within the normal pattern. Be familiar with the curriculum materials and instructional patterns of the class.

B. In the Laboratory:

1. Review logs to make sure all the appropriate sections have been completed. Fill in teacher and student ID numbers. Check logs into notebooks.

2. Compare teacher log to content checklists and look for discrepancies. What does the discrepency mean? Determine nature of problem. If it's a specific one, a phone call may clear it up. If a phone call is not sufficient arrange to visit the teacher. When the problem is resolved, correct the log in question and advise teacher on future procedure(s).

   When correcting logs make sure to initial the correction. All telephone calls, visits, and decisions regarding problems should be notated in the notebook.

3. If there are questions about a log put a question mark (in pencil) on the log so that it will not be sent to keypunch. Once the question is resolved, erase the question mark.

C. Problems:

1. Whether the problem is one of missing logs or content questions it should be resolved within two weeks. If a teacher promises to compelte a missing log but does not follow through, arrange to come back (go out) the following day to pick it up.

2. Absences: If a teacher is absent and states that logs cannot be reconstructed for that day, work with him or her to obtain data from the substitute should the teacher be absent again. That is, leave instructions for substitute to check off what part of lesson plan was followed. Or ask substitute to have students write the page numbers of the text, title of story, etc. that they worked on that day. Partial data during teacher absence is better than none at all.

Objective

Logs will be going directly from the notebooks to keypunch. They will be processed on a monthly basis. January logs will be processed in early February, February's in early March, etc. Prior to processing the logs should:

a. Be clerically complete: all days accounted for and the necessary date, names, ID's, etc. filled in.

b. Reflect the reality of classroom instruction as much as possible.

Secondary Worker Responsibilities

A. Before leaving the classroom:

1. Collect logs and make sure all days are accounted for.
2. Check logs to make sure that they include:

    a. Names
    b. Date
    c. Observation Day code
    d. Totals
    e. Absences noted
    f. Explanations for "other" content areas.

    If any of these sections are incomplete have the teacher (or you) complete them.

3. If logs are missing find out why. If no instruction occured, have teacher complete a log form with reason why, e.g., field trip, holiday, no math due to art project, etc. POINT: WE NEED A LOG FOR EACH WEEK DAY.

4. If instruction occurred but log was not completed, note missing date and make it very clear to the teacher that you'll inform the other worker and that he/she will expect to pick it up next week. (If comfortable with the teacher you might ask or help her do the missing logs before you leave.)

5. Complete the content checklist for two students.

B. In the Lab:

1. Put logs and content checklist in front leaf of log book. (Primary worker will review and check them in.)

2. Notate (on problems/comments page) what logs are missing and if any problems or questions occurred.

First Visits

During week of 1/11 - 1/14 all teachers (except those on vacation) will be visited. For each teacher you see during this week:

1. Give them the cover letter and explain who will be the primary and secondary worker.

2. Ask them if they wish to have their name and their students' names printed on the log forms.

   a. If so, have them fill in the names in the order they prefer for both reading and mathematics.
   b. If not, write note stating that teacher X wants blank forms.
   c. Hand in second grade forms to Carol and fifth to Pearl. Carol and Pearl should receive a log form or note for each teacher.
   d. Bring blank log forms with you to distribute to those teachers who have less than a two-week supply left.

3. Teachers should be informed that their primary worker will take one of their observation days and work with the teacher on logs for that day. Therefore, if the teacher you visit is one of your secondary teachers tell him/her that the primary worker will want to do logs with him/her next week. If the teacher is one of your primary ones, tell him/her that on your next visit you want to sit down and do a day's log together. (Or you can do it on your first visit if the teacher is willing.)

1/7/77

APPENDIX B

Correspondence with Teachers

STATE OF CALIFORNIA Edmund G. Brown, Jr., Governor

COMMISSION FOR TEACHER PREPARATION AND LICENSING
1020 O STREET
SACRAMENTO 95814

and

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103 • (415) 565 3000

Schedule of Activities for Participating Teachers

Week of Monday		
September 13	-	Conference with Far West Laboratory Field Worker.
September 20	-	Selection Testing (whole class) - group administered test of reading and mathematics (50 minutes). The test will be given to all students in each of the 2nd and 5th grade classrooms in the sample. Results will be used to select students to be followed during the year.
	-	Initial Interview with Field Worker for general background information and for information about mathematics and reading programs.
	-	Introduction of log keeping materials
September 27	-	Field Workers will begin observation practice in your classroom.
	-	Teachers will begin to practice log keeping procedures.
October 8, 9	-	Training of grade 2 teachers in log keeping procedures (one day per teacher).
October 15, 16	-	Training of grade 5 teachers in log keeping procedures (one day per teacher).
October 18	-	Testing occasion A. Identified students will be given the complete set of student achievement tests on two consecutive days.
	-	Planning Interview of teachers for information about diagnosis and prescription activities.

October 18 - December, 1976	-	Teachers will begin keeping daily logs on the reading and mathematics instruction received by the identified students.
October 25 - December, 1976	-	Direct observation of classrooms one day per week by Field Worker.
	-	Short interview on day of observation; Field Worker collects and answers questions about logs.
December, 1976	-	Testing occasion B. Identified students will be given the complete set of student achievement tests.
January, 1977	-	Teacher interview on math and reading programs for identified students.
January - May, 1977	-	Teachers continue to keep logs on the instruction received by identified students.
January - May, 1977	-	Direct observation of classrooms one day per week and weekly teacher interviews.
May, 1977	-	Testing occasion C. Identified students will be given the complete set of student achievement tests.
May, 1977	-	Interviews of teachers for information about math and reading programs of identified students.
September, 1977	-	Testing occasion D. Identified students will be given the complete set of student achievement tests.

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September 13, 1976

TO PARTICIPATING TEACHERS:

Welcome to the Beginning Teacher Evaluation Study (BTES)!

The purpose of this letter is to give you some general information about the BTES project and acquaint you with the schedule of activities for the year.

Teacher education professionals have long recognized the need for empirical evidence relating specific teaching skills to student learning. Past studies indicate that much more comprehensive research is needed to facilitate the preparation of more effective teachers.

In California, this need is of particular concern to the Commission for Teacher Preparation and Licensing, the State agency responsible for all phases of teacher certification, including the approval of teacher education programs in the State. Thus, in 1972, the Commission initiated a major research project funded by the National Institute of Education---the Beginning Teacher Evaluation Study. This year's research activities will be carried out by the Far West Laboratory for Educational Research and Development under contract with the Commission for Teacher Preparation and Licensing.

GOALS

The primary goal of the Beginning Teacher Evaluation Study is to study the relationship between teaching behaviors and student learning, focusing specifically on student learning of reading and mathematics content in grades 2 and 5. During the first three years of the study, over 300 teachers participated in the research whose goals included the development of a model of teaching incorporating important teaching skills. In the coming school year, which we call Phase III-B, the research will focus on the relationships among three sets of variables: (1) instructional processes (including teaching behaviors) which affect students, (2) student learning behaviors, and (3) student achievement and affect. We are primarily interested in the relationships among instructional processes (especially teaching behaviors and classroom characteristics) and student learning behaviors and, second, the relationships among student learning behaviors and student achievement.

We are committed to the study of teaching in many teaching situations, which might include self-contained classrooms, ECE classrooms, and team teaching situations, etc.

In order to participate, we have established the following set of requirements:

1. At least 15 students in the class are learning at grade 2 or 5, and have sufficient English language skills to learn in the classroom and take our tests which are in English, and;

2. All the teachers who instruct these students in reading and mathematics participate in the research.

Phase III-B

Our plans for the 1976-77 research require a sample of approximately thirty teachers at each of grade 2 and 5. A short selection test (reading and mathematics) will be given by a Far West Laboratory field worker to all students in forty-five classrooms at each grade level. We are giving the test to more classes than we will actually use in order to select "identified" students who are comparable across classes within grade levels. The more comparable the identified students are at the beginning of the school year, the more interpretable will be the measures of learning over the school year. By selecting thirty classrooms out of the forty-five (at each grade level) we can select classrooms wherein a number of students will fall into a relatively narrow band of achievement both within and across classrooms. This means that approximately fifteen classrooms at each grade level that take the selection test will not continue the study. Out of the sixty classrooms (thirty per grade level) chosen for the remainder of the study, a small number of "identified" students will be selected for intensive observation so that we can study in depth the learning behaviors of those students.

The identified students will be given a complete set of achievement tests in October, December, and April. These testing occasions will be conducted by Far West Laboratory field workers on two consecutive days. Results of this testing will be returned to teachers. To enable us to understand the basic instructional program, teachers will be asked to keep records (logs) of the learning tasks assigned to the identified students. To help standardize and clarify our procedures, there will be a group meeting for all the participating teachers on log keeping procedures. Substitutes will be provided by Far West Laboratory if this meeting is held on a school day. If the teacher chooses a Saturday meeting, an honorarium of $30 will be awarded. This is in addition to the $100 honorarium for complete participation in the study. For those teachers who participated in the selection test procedure and log training (regardless of day) and are not chosen for the remainder of the study, an honorarium of $30 will be awarded.

The teaching activities directed toward identified students will also be the focus of classroom observations. Classroom observation by Far West Laboratory field workers will occur approximately once a week between October and April.

Teachers will also be asked to provide information about teaching and classroom organization. To get this information teachers will be interviewed several times during the year. An initial interview in September is designed to ascertain general plans for your class during this school year. General background information for your observations will also be obtained. A planning interview will be conducted in October, which will focus on activities directed specifically toward the identified students. Follow-up interviews to be conducted in January and April will review those activities for the previous semester. Short weekly interviews will be conducted by the field workers on the day they are observing in the classroom.

Benefits for Participants

Teachers participate in research on teaching for several reasons. They have an opportunity to contribute to the process of our obtaining more information about teaching and learning. Teachers also have a chance to learn about teaching. The information from this research will be used to improve the education of teachers. The information which the Far West Laboratory will share with participants about the research may increase your understanding about teaching in general and about your own teaching.

Far West Laboratory will pay the enrollment fee for each participant to receive four quarter units of extension credit through California State College at Dominguez Hills. As we mentioned earlier, each full-year participant will receive an honorarium ($100). Half of the honorarium will be paid in December, 1976 and the remainder in May, 1977.

Participating teachers will also be kept informed about results of BTES research through a newsletter issued by the California Commission for Teacher Preparation and Licensing. In the spring, an information session will be held to discuss the study. As reports are written, they will be available to teachers.

We appreciate your participation in the project. If you have questions about activities that can't be answered by the Field Worker, please contact one of us at the number below.

Carol Rice

Carol Rice
Field Coordinator
(415) 565-3020

Pearl Howell

Pearl Howell
Field Coordinator
(415) 565-3011

Name_____

School_____

Grade_____

Date_____

CLASSROOM BACKGROUND

QUESTIONNAIRE

Please fill out this questionnaire and return it to your interviewer at your next meeting.

1. Generally, would you say you teach

   as part of a team (other teachers conduct some of the instruction of your "homeroom" students) _____

   pretty much independently _____

   combination of above (specify)_____

   _____

2. If you're part of a team, who are the other team members and what instruction do they provide to your "homeroom" students? (We may need to get other information from them).

Teacher	Type of instruction provided to your "homeroom" students

3. What percent of your instructional time in reading do you generally spend in:

   individualized instruction _____

   small group instruction _____

   whole class instruction _____

   other (please specify) _____

   _____

   (NOTE: Please be sure your entries sum to 100%.)

Classroom Background Questionnaire

4. What percent of your instructional time in mathematics do you generally spend in:

   individualized instruction _____

   small group instruction _____

   whole class instruction _____

   other (please specify) _____

   _____

   (NOTE: Please be sure your entries sum to 100%.)

5. Do any of your children see a specialist outside your classroom? _____

   What kind?

   Reading _____

   Math _____

   Learning Disability _____

   Speech _____

   Other (please specify) _____

   _____

6. If you conduct a reading program, check any of the following who assist you regularly in that program.

   reading specialist _____

   teacher aide _____

   adult volunteer _____

   student tutor _____

   other (please specify) _____

   _____

Classroom Background Questionnaire

7. ~~If~~ you conduct a reading program, check the activities usually performed by those who assist you regularly in that program.

ACTIVITY	PERSONNEL				
	Reading Specialist	Teacher Aide	Adult Volunteer	Student Tutor	Other (Please specify)
Clerical work					
Supervising independent activities					
Tutoring					
Instructing groups					
Other (please specify)					

8. If you conduct a mathematics program, check any of the following who assist you regularly in that program.

math specialist _____

teacher aide _____

adult volunteer _____

student tutor _____

other (please specify) _____

_____

Classroom Background Questionnaire

9. If you conduct a mathematics program, check the activities usually performed by those who assist you regularly in that program.

ACTIVITY	PERSONNEL				
	Mathematics Specialist	Teacher Aide	Adult Volunteer	Student Tutor	Other (Please specify)
Clerical work					
Supervising independent activities					
Tutoring					
Instructing groups					
Other (please specify)					

10. What is your daily class schedule? Please include lunch and recess times. (Use the back of this page, if necessary.)

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FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103 • (415) 565 3000

October 4, 1976

Thank you for your patience and cooperation during the administration of our selection tests. Now that all tests have been completed, we are ready to begin log training. We certainly hope that you have been able to find time in your already busy schedule to familiarize yourself with the materials and to do some practice logging. The group training sessions will give us a chance to go over procedures together. Please bring your log notebook and any completed practice logs and be prepared to discuss any questions, problems, insights, or confusions you may have had while practicing.

The date you have selected for training is We are scheduled to begin at 9:00 a.m. and end at 5:00 p.m. Lunch will be provided.

Substitute service has been arranged for all Friday participants and a $30 stipend will be paid to those who attend on Saturday.

The Laboratory, housed in a large red brick building, is located at the corner of 15th and Folsom Streets, with a parking lot behind the building on 15th Street entering from Harrison. The ninth street exit from the freeway will bring you closest to the Laboratory. A map is enclosed for your convenience and information.

We look forward to meeting you.

Cordially yours,

Marilyn Dishaw
Program Assistant

Nikki Filby
Program Associate

Pearl Howell
Coordinator

Carol Rice
Coordinator

:er
Enclosure

STATE OF CALIFORNIA Edmund G. Brown, Jr., Governor

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October 18, 1976

Dear

We are returning to you the content coding packets from the log training sessions. Sometimes we had a chance to talk over the coding with you during the sessions, sometimes we didn't. In all cases we have made notes in these packets before returning them. If you have any questions about these pages, ask the field worker or give us a call.

We hope things are going reasonably well in these first weeks of log keeping. In the training session we had to cover a lot of material fairly quickly. It is a difficult task to assimilate all the terminology and apply it to your individual classroom situations. Working out procedures for getting time estimates is also difficult. Let us repeat the encouragement that the first weeks are the hardest. The procedure does become easier with practice! Also, BTES field workers and staff members are available to help you work things out.

Let us know if you have questions or problems.

Sincerely,

Nikola N. Filby
Program Associate
415-565-3022

Marilyn Dishaw
Program Assistant
415-565-3024

/jg
Encl.

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November 11, 1976

We wish to express our appreciation for your continued participation in the Beginning Teacher Evaluation Study (BTES).

As you are aware, we will continue to observe in your classroom once a week and conduct a brief interview with you while there. In the case of your absence, it may be necessary to observe twice in the same week. "B" testing will be forthcoming in December. We have enclosed a Registration Request form so that you may receive credits from California State College at Dominguez Hills. Please fill out the top portion and return the form to us at your earliest convenience.

We have given careful consideration concerning an equitable arrangement for awarding honorariums to teachers in team situations. In most of these cases, teachers will be sharing log keeping responsibilities.

In lieu of dividing the hundred dollar honorarium, we've decided that $75 per teacher would be a fair remuneration.

We know that participation in the study is demanding of your time and energy, but we hope that you are finding it interesting and ultimately useful.

Sincerely,

Pearl Howell
Pearl Howell
Field Coordinator

Carol Rice
Carol Rice
Field Coordinator

PH:CR:er
Enclosure

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1020 O STREET
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November 11, 1976

We appreciated your involvement in the Selection Testing and Log Training procedures, and we are enclosing an honorarium for $30.

We regret that you are unable to continue participation in the project. We hope that you have very successful school year.

Sincerely,

Pearl Howell
Pearl Howell
Field Coordinator

Carol Rice
Carol Rice
Field Coordinator

PH:CR:er
Enclosure

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1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103 • (415) 565-3000

November 11, 1976

We wish to express our appreciation for your continued participation in the Beginning Teacher Evaluation Study (BTES).

We certainly appreciated your contributions during the log training session on Saturday and are enclosing an honorarium in the amount of $30.

We've also enclosed a Registration Request form so that you may receive credits from California State College at Dominguez Hills. Please fill out the top portion and return the form to us at your earliest possible convenience.

As you are aware, we will continue to observe in your classrooms once a week and conduct a brief interview with you while there. In the case of your absence, it may be necessary to observe twice in the same week. "B" testing will be forthcoming in December.

We know that participation in the study is demanding of your time and energy, but we hope that you are finding it interesting and ultimately useful.

Sincerely,

Pearl Howell

Pearl Howell
Field Coordinator

Carol Rice

Carol Rice
Field Coordinator

PH:CR:er
Enclosures

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November 11, 1976

We appreciated your participation in the Selection Testing procedures and we are enclosing an honorarium in the amount of $30.

Even though your class was not selected for further participation, we will keep you informed about results of the Beginning Teacher Evaluation Study (BTES) research through a newsletter issued by the California Commission for Teacher Preparation and Licensing.

If you have further questions, please feel free to call us at the Laboratory.

Sincerely,

Pearl Howell
Pearl Howell
Field Coordinator

Carol Rice
Carol Rice
Field Coordinator

PH:CR:er
Enclosure

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November 17, 1976

TO: [illegible]BTES Teachers

In this package you will find a copy of the reading and mathematics test scores for your pupils and a Manual for test score interpretation. To help protect the security and confidentiality of your pupils' scores we have sent the material to your school by certified mail.

In the Manual we have called your attention to the need for "correcting" pupil scores for guessing. The "correction" procedure subtracts a fraction of a point from the total score for each item which was attempted and missed. Therefore, it is possible for a student to receive a fractional score (i.e., 2.67) or a negative score. As a general policy, we converted all negative scores to zero (0). However, the "Total" sub-scales such as "Total Decoding," are summed in the computer without negative values being converted to zeros. Therefore, the scores reported under "Totals" may be less than the sum of the part scores on the printout.

In many cases we have observed that a large number of students have zero scores on one or more tests. We do not wish you to be overly alarmed. Please remember that the tests were difficult and given early in the school year.

We hope that the test information on your students will be helpful. If you have any questions about these scores, please do not hesitate to call us.

Sincerely,

Carol Rice

Carol Rice
Field Coordinator

/jg
Encl.

COMMISSION FOR TEACHER PREPARATION AND LICENSING
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THANKS!

December 8, 1976

Thank you for your cooperation throughout the fall. Enclosed is the first half of your honorarium. The remainder will be mailed to you at the end of the study in May. We realize it doesn't nearly compensate you for the time you have given to this important research study. We can only say thanks for volunteering and we hope that some improvement in teacher training can occur because of what you teach us. We are aware that you will be busy during the pre-holiday season and we have decided to discontinue log keeping for a week. No logs will be collected from December 9th until after Christmas vacation. Logs will be collected again immediately after the Christmas break so you are urged to resume log keeping activities on January 3.

We will also begin observing in your classroom again during the week of January 3.

We hope you have a very enjoyable holiday season.

Sincerely,

Pearl Howell
Pearl Howell
Field Coordinator

Carol Rice
Carol Rice
Field Coordinator

PH:CR:er
Enclosure

Seasons Greetings

STATE OF CALIFORNIA
Edmund G. Brown, Jr., Governor

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January 4, 1977

TO: BTES Teachers

In this package you will find a copy of the reading and mathematics test scores for your pupils and a Manual for test score interpretation. To help protect the security and confidentiality of your pupils' scores we have again sent the material to your school by certified mail.

In the Manual we have again called your attention to the need for "correcting" pupil scores for guessing. The "correction" procedure subtracts a fraction of a point from the total score for each item which was attempted and missed. Therefore, it is possible for a student to receive a fractional score (i.e., 2.67) or a negative score. As a general policy, we converted all negative scores to zero (0). However, the "Total" sub-scales such as "Total Decoding," are summed in the computer without negative values being converted to zeros. Therefore, the scores reported under "Totals" may be less than the sum of the part scores on the printout.

We have observed that a number of students have zero scores on one or more tests. We do not wish you to be overly alarmed. The tests may be difficult for some students and it is also quite possible that the tests may measure things that you have not covered yet this year.

We hope that the test information on your students will be helpful. If you have any questions about these scores, please do not hesitate to call us.

Sincerely,

Carol Rice

Carol Rice
Field Coordinator

:dw
Encl.

STATE OF CALIFORNIA — Edmund G. Brown, Jr., Governor

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January 13, 1977

We can't stress enough how much we appreciate all the help you have given us so far.

Due to deselection processes and attrition, we are observing in fewer than the anticipated 60 classrooms; consequently, we have not used all of the allocated funds. We would like to pass our savings on to you because we cannot think of anyone who is more deserving. Enclosed is a check in the amount of $25. which will bring the total amount of your honorarium up to $100. You will receive the additional $37.50 at the completion of the study.

We hope that the cooperation and enthusiastic commitment you have demonstrated in the past is maintained throughout the duration of the study.

Thank you.

Cordially yours,

Pearl Howell
Pearl Howell
Field Coordinator

Carol Rice
Carol Rice
Field Coordinator

PH:CR:er
Enclosure

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January 13, 1977

We realize that the amount of time and effort you are giving to log keeping exceeds what we had originally anticipated, and because you are dedicated and committed, you have continued to do a fine job.

With that in mind, we would like to make available to you four additional quarter units this spring. California State College at Dominguez Hills has cooperated with us in providing the following course:

Education X357
Self-Analysis of Teaching Behavior II
4 quarter units: Spring Quarter 1977

We have enclosed a registration request form. Please complete the top portion and return it to us. Enclosed, for your convenience is a self-addressed, stamped envelope.

For those who do not desire or need extension credits, we would like to offer an additional $25. honorarium. Please indicate this preference by filling in the lower portion of this letter and return it in the enclosed self-addressed, stamped envelope.

We hope that the cooperation and enthusiastic commitment you have demonstrated in the past is maintained throughout the duration of the study.

Thanks a million!

Cordially yours,

Carol Rice
Carol Rice
Field Coordinator

Pearl Howell
Pearl Howell
Field Coordinator

I would prefer receiving the $25. honorarium in lieu of the four quarter units of college credit.

Date _____ Signature _____

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

March 17, 1977

As we enter the final weeks of data collection, we want you to know that your work is greatly appreciated.

We realize, in this 17th week of log keeping, that a fair degree of stamina has been demonstrated by you and your fellow teachers. We appreciate your commitment to this study and your flexibility in adjusting to changes in observation schedules and logging procedures.

Spring vacation will arrive shortly and that will mark the rapid beginning of the end. The last day for logs will be Friday, April 29th. The final testing will be held during the first two weeks of May.

I am sure that many of you will breathe a sigh of relief on April 29th. To celebrate the end of data collection we will be having a party sometime in May and hope that you will come to meet your classroom compatriots as well as all of us here at BTES.

With few exceptions, most of you have been commendable in keeping up to date with your logs. We hope that you will continue to keep current so that we can anticipate the completion of data collection by the beginning of May.

The records that you are compiling will comprise one of the most extensive and complete data sets on instructional time ever obtained. Researchers and educators throughout the United States and other countries are awaiting our findings with great interest. We expect that the efforts you have so generously contributed to this project will prove to be of considerable value to the field of education.

Again, we thank you for your continuing time and effort.

Sincerely,

Marilyn Dishaw Nikola Filby Richard Marliave

:dw

1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103 • (415) 565-3000

STATE OF CALIFORNIA
Edmund G. Brown, Jr., Governor
COMMISSION FOR TEACHER PREPARATION AND LICENSING
1020 O STREET
SACRAMENTO 95814
and
FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103 • (415) 565-3000

March 18, 1977

We cannot say thanks enough for all the time and effort you have given to us during the course of this extremely important study. With your support we hope to learn something about how children learn and ultimately make a worthwhile contribution toward improving the quality of education in California in particular and the United States at large.

Enclosed is a check in the amount of $25., an additional honorarium which we are able to provide in lieu of four quarter units of extension credit offered through California State College at Dominguez Hills. The California State College is preparing a letter acknowledging completion of last semester's course work which you should receive sometime in April.

A final honorarium installment is forthcoming at the end of the study.

Thanks again!

Cordially,

Pearl Howell
Field Coordinator

Carol Rice
Field Coordinator

PH:CR:er
Enclosure

STATE OF CALIFORNIA Edmund G. Brown, Jr., Governor

COMMISSION FOR TEACHER PREPARATION AND LICENSING
1020 O STREET
SACRAMENTO 95814

and

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103 • (415) 565-3000

May 6, 1977

Dear BTES Teacher,

You are cordially invited to join the BTES staff and your fellow teachers to celebrate the end of our final year of data collection. An informal banquet is being held at Bellini's Restaurant in Oakland on Friday, June 3. Spouses are also welcome to join us. The Laboratory and Commission will cover all costs for food and wine.

We expect this event to be primarily a social one, but we will also be presenting some descriptive information on the data and what we plan to do with it. You will also get a chance, along with your colleagues, to tell us your feelings about this year's activities.

As with any party of this size, preplanning is required. We need an estimate not only for the number of people attending, but also an estimate of meal preference. Please return the bottom portion of the attached page to us by May 25th. A return envelope is provided. For your reference, the top portion of the attached page provides the details on time, place, and directions. If there any changes in your plans or if you wish any further information, please give one of us a call.

We look forward to seeing you there.

Yours truly,

Marilyn Dishaw

Marilyn Dishaw (565-3024)

Pearl Howell

Pearl Howell (565-3011)

Carol F. Rice

Carol Rice (565-3020)

MD/PH/CR:dw
Attachment

STATE OF CALIFORNIA
Edmund G. Brown, Jr., Governor

COMMISSION FOR TEACHER PREPARATION AND LICENSING
1020 O STREET
SACRAMENTO 95814

and

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103 • (415) 565-3000

May 31, 1977

You have been actively participating in the Beginning Teacher Evaluation Study (BTES) since September, and we wish to extend our sincere thanks for the time you've spent keeping records and for permitting our staff to observe in your classroom.

With your help, we have developed what we believe to be the most sophisticated data set on classroom learning. To our knowledge, no one has ever attempted this kind of painstaking, detailed daily account of what actually takes place in the classroom.

One of our ultimate goals is to make recommendations about improving the quality of education, and we now feel that given the kind of empirical data we've been collecting, we can accomplish that end.

Information regarding the study will continue to be provided via the BTES Newsletter. If you have questions, you should contact Dr. Marjorie Powell at the Commission for Teacher Preparation and Licensing (916) 322-3458.

We have enclosed the last installment of your honorarium which should bring the total amount for the year to $100. We realize that it does not nearly compensate you for the time and effort you've given to this extremely important study. We can only say thanks again for volunteering and trust that some improvement will occur as a result of what you have taught us.

If you opted for additional extension credits from California State College at Dominguez Hills this semester, you can expect to receive notification from them by late June.

We are very excited about getting together with you for dinner at Bellini's Restaurant in Oakland on June 3. At that time we will present some descriptive information on the data as well as discuss what we plan to do with it. In the event that you are unable to make dinner, please keep in touch and have a great summer vacation -- you deserve it!

Sincerely,

Pearl Howell
Field Coordinator

Carol Rice
Field Coordinator

PH:CR:er

APPENDIX C

School District Teacher Grade

Week of: 3/7 - 3/11 | Week of: 3/14 - 3/18 | Week of: 3/21 - 3/25 | Week of: 3/28 - 4/1

FW	M	T	ELAB	T	F	M	T	LAB	W	T	F	M	T	W	T	LAB	F	M	T	W	T	F
2 DL/CC				CC							DL			CC				FK DL				
2 JG/EE		JG								EE				JG				EE				
2 EE/LC				LC							BC EE	LC								EE		
2 FK/AF	FK								AF							FK					AF	
2 CC/LC					LC				CC				LC								CC	
5 EE/CAS					EE					CAS		EE								CAS		
5 CC/CAS				BC							CAS			BC				CAS				
5 DD/CR					DD					CR		DD								CR		
2 FK/DL					RZ FK				DL			PF FK									DL	
2 FK/CC	CC									FK			RZ CC						FK			
5 DD/CR		CR				DD								CR				NOT IN SCHOOL				
5 DD/RZ		DD									RZ			DD				NOT IN SCHOOL				
1 CR/DD	CR									DD						EE CR					DD	
3 ML/AF				ML		AF							ML							AF		
1 ML/JG					CR ML					ML		JG							JG			
1 JG/PF	LC JG										PF			PF						JG		

93

91

School | District | Teacher | Grade

Grade	F.W.	3/7 - 3/11 Week of: M	T	W LAB	T	F	3/14 - 3/18 Week of: M	T LAB	W	T	F	3/21 - 3/25 Week of: M	T	W	T LAB	F	3/28 - 4/1 Week of: M	T	W	T	F LAB
2	CAS/LC					CAS				LC			CAS						LC		
2	ML/CAS	CAS									ML			CAS						CAS	
5	AF/CAS		CAS							AF						CAS		AF			
2	PF/CAS				CAS					PF		CR CAS					PF				
2	BC/EE		BC				CC EE									BC				EE	
2	ML/JG		ML							JG						ML	JG				
2	DL/JG	DL							JG				DL							JG	
2	DL/RZ		DL				RZ									DL			RZ		
5	DL/CAS					DL			CAS			DL						BC CAS			
5	DL/DD				DL						DD			DL				DD			
5	FK/AF				FK						CR AF		FK				AF				
2	EE/AF					AF			EE			AF						EE			
2	ML/CR				CR		DL ML						CR						ML		
2	DD/LC	DD							FK LC				DD				LC				
5	LC/DD				AF DD		LC									DD		LC			
2	AF/RZ		AF							RZ				AF			RZ				

Fieldworker Schedule

3/7 - 3/11 Week of: →
3/14 - 3/18 Week of: →
3/21 - 3/25 Week of: →
3/28 - 4/1 Week of: →

School	District	Teacher

Grade	F.W.	M	T	W LAB	T	F	M	T	W LAB	T	F	M	T	W LAB	T	F	M	T	W	T	F LAB
2	CC/ML	ML									JG CC			LC ML				CC			
2	PF/BC	PF								BC			PF							BC	
5	EE/CR		EE				CR							EE						CR	
5	JG/BC					JG				BC			JG				BC				
5	BC/RZ	AF BC								RZ			BC							RZ	
5	PF/FK		LC PF								FK					AF PF			FK		
5	PF/RZ				RZ					PF		RZ						PF			
2	JG/ML				JG					ML						JG		ML			
2	LC/RZ	EE RZ									LC			RZ						LC	
2	BC/EE				EE		JG BC						EE						CC BC		
5	CC/FK		FK							CC				FK			CC				
5	CR/BC					BC				CR		BC						CR			
5	RZ/FK		RZ				FK									RZ				ML FK	
5	CC/PF		CC				CAS PF									CC			DL PF		
5	CC/DL					CC				DL		ML CC						DL			

APPENDIX D

D-1-1

Actual Observation Matrix Schedule for Phase III-B:

BTES A-B Period

Dates:	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
ID#	10/25	10/26	10/27	10/28	10/29	11/1	11/2	11/3	11/4	11/5	11/8	11/9	11/10	11/11	11/12	11/15	11/16	11/17	11/18	11/19	11/29	11/30	12/1	12/2	12/3
2-01		CC				SS												SS							
2-02								EE	BC									JG				LC/BC			
5-01	FM						PF					CR								EE			CR		
5-03		JG								JG	CAS								JG				BC		
5-04	RZ							SS				RZ								BC				RZ	
5-05				FK		PF/BA												DD/FK				PF			
5-06	CC								SS			FM			PF			PF							CAS/SS
2-03		CAS/ML				JG						ML								JG			ML		
2-04		LC																		FM			LC/EE		DL
2-05		BC							EE						BC			EE						BC	
5-08			CC				FK				CC/CR									FK				CC	
5-09				CR		BC/RZ						BC							CR						BC/RZ
5-10		RZ							FM		RZ							FM							
5-11				CC						BA/CC	PF								CC				PF		
5-12		DL				CC					BA												DL		
2-06	LC					CAS						LC								CAS/RZ				LC	
2-07			ML				CAS				ML							CAS						ML	
5-14		FK						CAS			AF								CAS						AF
2-08	SS							PF				PF							PF				SS		
2-09		EE						BC			EE														EE
2-10			DL/JG			ML					JG														
2-11	JG						DL					JG							EE/DL				JG		
2-12	DL						RZ					DL						RZ						DL	
5-16	CAS									DL/CR		CAS						DL							
5-17		FM						DL			FM/LC									DL					
5-18			FK				AF				FK								AF/FK						FK
2-13	AF									AF/EE					EE			AF				EE			
2-14							CR		ML					ML				ML							CR
2-15		PF/DD						LC			DD									LC					
5-19			DD							LC		DD							LC						
2-16									RZ			AF							BC/RZ				RZ/FK		LC
2-17			FM				CC/FM					CC							FM				CC		
2-18				EE			EE/JG								JG	EE								JG	
2-19				LC/SS		LC									SS'CAS			LC				SS			
2-20			AF							SS						SS/JG						AF			
2-21			SS				LC								LC			BC						SS	
5-21			EE							CAS				EE		CAS								EE	
5-21			CAS							BC				CAS		LC/BC								CAS	
5-23		CR						DD							CR	DD								CR	
2-23				DL				CR/FK			DL					FK						DL			
2-22	ML									FK		FK				CC								FK	
5-24		DD								DD									DD			CR			
5-25				RZ/DD											RZ/DL							DD/FM			
5-26																DL									BA
2-24				ML											ML/FM	AF							FM		ML
2-25				JG				JG/ML						JG		ML									JG
5-27										FM							FM							PF	

D-2-1

Actual Observation Matrix Schedule for Phase III-B:

BTES B-C Period

Dates:	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
ID#	1/11	1/12	1/13	1/14	1/17	1/18	1/19	1/20	1/21	1/24	1/25	1/26	1/27	1/28	1/31	2/1	2/2	2/3	2/4	2/7	2/8	2/9	2/10	2/11	2/14	2/15	2/16	2/17	2/18
2-01					CC									SS				CC				SS				CC			
2-02						RZ/BC				PF								BC			PF					PF			JG
5-01	EE							JR								CR						EE			CR				
5-03			EE/JG				BC			CR/JG									BC	JG						BC			
5-04			DD/BC		RZ							BC						RZ				BC				RZ			
5-05		RZ/PF	FK								PF								FK	PF							FK		
5-06						PF						SS						PF			EE/SS								PF
2-03								ML			JG							ML				JG			JG				ML
2-04			RZ		LC							RZ							LC		ML/RZ				LC				
2-05		EE						BC							EE	ML/BC				EE						BC			
5-08	FK					CC						FK				CC				FK									CC
5-09		BC			CR					LC/BC								CR			BC								CR
5-10				RZ			FK			RZ								FK					RZ		FK				
5-11							CR/PF	CC			DD/CC								PF	CC							PF		
5-12							CC			BA						CAS/DL							CC		DL				
2-06		FK/CAS				LC				CAS								AF/LC					CAS				LC		
2-07	CAS				ML							CAS									CAS				ML				
5-14			CAS			AF													CAS			CAS			AF				
2-08	PF							CAS/SS						PF								PF			SS				
2-09	BC						EE			EE								DD/EE		BC			EE						
2-10																PF/JG							ML						BC
2-11				DL		JG				DL								JG			DL					DD/JG			
2-12	RZ							DL											DL	RZ		RZ				DL			
5-16		DL				CAS					DL							CAS		DL						CAS			
5-17	SS/DL						DD					EE/DL							DD				DL						DD
5-18	CC/AF				JG/FK						FK					FK							FK						CAS
2-13						EE				AF					AF								AF						EE/FK
2-14	CR						ML					CR			ML					CR					ML				
2-15	DD						LC					DD			LC								DD						LC
5-19		LC												LC		LC					DD				LC				
2-16		AF						RZ			AF								SS/RZ	AF							RZ		
2-17		CC			AF/DL					CC								DL			CC				CC/DL				
2-18		JG						EE				JG							EE		AF/JG				EE				
2-19	LC				SS						LC							SS				LC/CR							SS
2-20			SS				AF				SS								AF				SS			AF			
2-21			LC				SS									SS							LC			SS			
5-21				CAS	BA/EE						RZ/CAS												PF/BC				EE		
5-21				BC			CAS								CAS					LC/CAS						CAS			
5-23		DD												DD					CR	DD						CR			
2-23						DL		FK						FK	DL							FK							DL
2-22						FK						CC			CC/FK							CC			FK				
5-24														CR		DD							CR		DD				
5-25										DD						RZ						DD							RZ
5-26		CR				CR		LC/DD																		SS/CR			
2-24			ML					AF						ML						ML						AF			
2-25	ML						JG				ML								JG			ML			RZ/JG				
5-27	JG							PF						JG	PF								JG		PF				

D-2-1 (Continued)

Actual Observation Matrix Schedule for Phase III-B:

BTES B-C Period

Dates:	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
ID#	2/22	2/23	2/24	2/25	2/28	3/1	3/2	3/3	3/4	3/7	3/8	3/9	3/10	3/11	3/14	3/15	3/16	3/17	3/18	3/21	3/22	3/23	3/24	3/25	3/28	3/29	3/30	3/31	4/1
2-01	SS							PF/CC		ML									JG/CC			ML/LC				CC			
2-02	EE/PF							BC		PF											PF							BC	
5-01			EE								EE											EE						CR	
5-03			JG				BC							JG				BC		JG									
5-04			BC						RZ	BC							RZ				BC							RZ	
5-05			PF				FK				LC/PF								FK					PF/AF			FK		
5-06		SS			PF												PF											PF	
2-03	JG				ML								JG				ML							JG		ML			
2-04			RZ				LC			EE/RZ									JC			RZ		LC					
2-05		EE		EE					BC				EE		JG/BC						EE						CC/BC		
5-08			FK				CC		CC		FK							CC				FK			CC				
5-09		BC						CR						BC			CR			BC						CR			
5-10		RZ			F/						RZ				FK													FK/ML	
5-11			CC						PF		CC				CAS/PF									CC			DL/PF		
5-12		LC/CC			DL													DL		CC/ML						DL			
2-06					LC									CAS							CAS						LC		
2-07			CAS						EE/ML	CAS									ML			CAS						CAS	
5-14		AF		CAS				AF			CAS							AF					CAS		AF				
2-08		PF		PF				DD					CAS					PF		CR/CAS				BC				EE	
2-09	BC						EE				BC				EE/CC									ML	JG				
2-10			AF/ML		JG		JG				ML							JG											
2-11				DL				JG		DL							JG				DL			DL		RZ		JG	
2-12	CR/RZ							DL			DL				RZ											BC/CAS			
5-16			DL					CAS						DL			CAS			DL		DL				DD			
5-17	DL				DD								DL						DD										
5-18		FK					AF						FK						CR/AF		FK				AF				
2-13	AF								FK					LC			EE			AF						EE			
2-14				CR			ML						CR		DL/ML						CR							ML	
5-15	DD								LC	DD							LC/FK				DD				LC				
5-19			DD					LC					AF/DD		LC									DD	DD	LC			
2-16				AF				RZ			AF							RZ				AF			RZ				
2-17				CC			DL						CC						DL						CC				
2-18				JG	EE						JG							EE				JG			DL				
2-19	LC						SS						LC						EE/BC	LC							EE		
2-20			SS		RZ/AF					FK							AF							FK				AF	
2-21				LC					SS								CC	LC			LC							CC	
5-21							CAS							EE				CAS			AF						CAS		
5-21		CAS											BC						CAS			BC			CAS				
5-23		DD/ML			CR									DD				CR				DD					CR		
2-23	FK								DL					FK			DL											DL	
2-22	CC			FK				FK		CC								FK			CC					FK			
5-24		CR							CAS/DD		CR				DD							CR							
5-25				RZ			DD				DD								RZ	RZ				EE/CR				DD	
5-26				DD			CR			CR								DD			ML						AF		
2-24	ML								AF				ML		AF			ML			JG					JG			
2-25									JG										PF			PF					JG		
5-27		JG					PF			LC/JG																			

D-2-1 (Continued)

Actual Observation Matrix Schedule for Phase III-B:

BTES B-C Period

Date:	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THUR	FRI	WED
ID#	4/12	4/13	4/14	4/15	4/18	4/19	4/20	4/21	4/22	4/25	4/26	4/27	4/28	4/29	5/11
2-01			CC			ML/CR				CC					
2-02			PF						BC/FK			PF			
5-01				EE				CR			LC		CR		
5-03				BC				JG							
5-04									RZ		JG/RZ		BC		
5-05	PF				FK								PF		
5-06				DD	PF	DD				PF					
2-03	JG								ML				JG		
2-04	RZ								LC				RZ		
2-05			EE		BC										
5-08			FK						CC				FK		
5-09				CR				BC		CR					
5-10		RZ			RZ	FK				RZ					
5-11				CC/RZ		PF							CC		
5-12		DL				CC						DL			
2-06					LC					LC	AF/CAS				
2-07	ML					CAS							ML		
5-14					AF							CAS			
2-08		CAS											CAS		
2-09		BC/CR							EE		BC				CAS/EE
2-10		PF/ML				JG				MJ					
2-11				JG/LC					DL			JG			
2-12			DL			RZ							DL		
5-16			CAS			BC/DL				CAS					
5-17															
5-18		FK							AF		FK				
2-13			AF			EE							AF		
2-14			CR		ML						CR				
2-15			DD					LC				DD			
5-19		DD				LC							DD		
2-16				AF				RZ		AF					
2-17	CC							DL				CC			DL/FK
2-18		JG						EE		JG					
2-19	LC				EE							LC			
2-20				FK		AF				FK					
2-21			LC		CC								LC		
5-21		LC		CAS									AF		
5-21	BC/AF							CAS/CC		BC					
5-23	DD				CR					DD					
2-23					DL							FK			
2-22		CC						FK/PF			CC				
5-24											DD				
5-25												RZ			
5-26	CR				DD										
2-24				ML				AF			ML				
2-25			ML						JG/CAS			ML			
5-27				PF	JG						PF				

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106a

Paired Observation Matrix Schedule for Phase III-B:

BTES

Field Observers	L C	B C	C AS	C C	D D	E E	A F	P F	J G	F K	D L	M L	C R	S S	R Z
LC		BC - 11/15 BC - 11/30 BC - 1/24	CAS - 2/7	CC - 2/23	DD - 1/20	LC - 12/1	LC - 2/3	PF - 3/8	JG - 3/7 JG - 4/15	LC - 3/16	LC - 11/11	ML - 3/23	LC - 4/9	SS/LC - 10/28	RZ - 10/27
BC	BC - 11/15 BC - 11/30 BC - 1/15		CAS - 3/29	BC - 3/30	BC - 1/13	EE - 3/18	BC - 4/12	BC - 2/10	BC - 3/14	BC - 4/22	DL - 4/19	BC - 2/1	BC - 4/13		BC - 11/1 RZ - 11/18 BC - 1/8
CAS	CAS - 2/7	CAS - 3/29		CAS - 3/21	DD - 3/4	CAS/EE-5/11	CAS - 4/26	PF - 3/14	JG - 4/22	CAS - 11/30 CAS - 1/2	DL - 2/1	ML - 10/26	CAS - 3/21	SS - 11/12 SS - 12/3 SS - 1/20	CAS - 11/19 CAS - 1/25
CC	CC - 2/23	BC - 3/30	CAS - 4/21		CC - 1/25	EE - 3/14	AF - 1/11	CC - 3/3	CC - 3/18	CC/FK - 1/31	CC/DL - 2/14	CC - 3/21	CC - 11/8		CC - 4/15
DD	DD - 1/20	SC - 1/13	DD - 3/4	CC - 1/25		EE - 2/3	DD - 3/10 DD - 4/18	DD - 10/26	JG - 4/16	FK - 11/17	DD - 11/15	DD - 2/23	CR/DD - 10/25		DD/RZ - 10/28
EE	LC - 12/1	EE - 3/18	CAS&EE-5/11	EE - 3/14	EE - 2/3		EE/AF - 11/5	PF - 2/22	JG/FK - 11/2 JG - 1/13	EE - 2/18	DL - 11/18 DL - 1/26	ML - 3/4	CR - 3/25	SS - 2/8	RZ - 3/7
AF	LC - 2/3	BC - 4/12	CAS - 4/26	AF - 1/11	DD - 3/10 DD - 4/18	EE/AF - 11/5		PF - 3/25	JG - 2/8	AF/FK - 11/18	DL - 1/17	ML - 2/24	AF - 3/18		AF - 2/26
PF	PF - 3/8	BC - 2/10	PF - 3/14	CC - 3/3	DD - 10/26	PF - 2/22	PF 3/25		JG - 2/1	FK - 4/21	PF - 3/30	ML - 4/13	PF - 1/19		PF - 1/12
JG	JG - 3/7 JG - 4/15	BC - 3/14	JG - 4/22	CC - 3/18	JG - 4/16	JG/EF - 11/2 JG - 1/13	JG - 2/8	JG - 2/1		FK - 1/17	JG - 10/27	ML/JG - 11/3	JG - 1/24	SS - 11/15	JG - 2/14 RZ - 4/26
FK	LC - 3/16	BC - 4/22	CAS - 11/30 CAS - 1/12	CC/FK 1/31	FK - 11/17	EE - 2/18	AF/FK - 11/18	FK - 4/21	FK - 1/17		DL/FK - 5/11	FK - 3/31	FK - 11/3	FK - 3/?	FK - 2/11
DL	LC - 11/11	DL - 4/19	DL - 2/1	DL/CC - 2/14	DD - 11/15	DL - 11/18 DL - 1/26	DL - 1/17	PF - 3/30	JG - 10/27	DL/FK - 5/11		ML - 3/14	DL - 11/5	DL - 1/11	RZ - 11/12
ML	ML - 3/23	BC - 2/1	ML - 10/26	CC - 3/21	ML - 2/23	ML - 3/4	ML - 2/24	ML - 4/13	ML/JG - 11/3	FK - 3/31	ML - 3/16		ML - 4/19		RZ - 2/8
CR	LC - 2/9	BC - 4/13	CAS - 3/21	CC - 11/8	CR/DD - 10/25	CR - 3/25	AF - 3/18	PF - 1/19	JG - 1/24	FK - 11/3	DL - 11/5	ML - 4/19			RZ - 2/22
SS	SS/LC - 10/28		SS - 11/12 SS - 12/3 SS - 1/20			SS - 2/8			SS - 11/15	FK - 3/2	DL - 1/11				RZ - 2/4
RZ	RZ - 11/27	BC - 11/1 RZ - 11/18 BC - 1/18	CAS - 11/19 CAS - 3/25	CC - 4/15	DD/RZ - 10/28	RZ - 3/7	AF - 2/28	PF - 1/12	JG - 2/14 RZ - 4/26	FK - 3/11	RZ - 11/12	RZ - 2/8	RZ - 2/22	RZ - 2/4	

V. Checklist for coding-error control

Check each at the end of every observation day:

A. Accurate completion of identification information:

1. Page numbering
2. Observer ID number
3. Date of observation
4. Teacher ID number
5. Grade level (2 or 5)

B. Accurate completion of time information:

1. Number of events per student per page.
2. Number of minutes per page.
3. Stop time = start time for sequential pages.

C. Accurate completion of event coding:

1. All routine periods and major activities such as recesses, lunch, class periods by content, special assemblies, etc.
2. Equal number of events per student per page.
3. Only a single letter coded for any general content event (W, T, M, B, N, or O).
4. For any reading or mathematics event, each of the following must be coded:
   reading or mathematics content, setting, difficulty, and learner move.
5. Whenever an instructor move is part of an event, each of the following must be coded:
   the four codes listed in item 4 above, the instructor move, its source, and its focus.
6. Only one code per field per event (fields are divided by vertical lines).

Addendum to "Checklist for coding-error control"

Item C.1. of the Checklist (routine periods and major activities) must be checked by the observer at the end of each observation day. It is not practical for other persons to attempt to check this item later, such as while working at Far West Laboratory.

Item C.7. should be added to the Checklist:

7. Reading and mathematics content cannot both be coded for the same event.

Section D. should be added to the Checklist:

D. Possible learner move-instructor move combinations:

1. If AØ is coded, then either EW, EO, or EC must be coded in the same event.
2. If AF, AQ, EN, or EP is coded, then either EW, EO, EC, or NO must be coded in the same event.
3. If SD is coded, then ED or NO must be coded in the same event.
4. Any learner move is possible in the same event with TE.

/jg
11/12/76

Op Scan Coding Checklist - A-B Data

Check carefully for accurate completion of the following:

1. Page numbering
2. Observer ID number
3. Date of observation
4. Teacher ID number
5. Grade level (2 or 5)
6. Number of minutes coded for the page
7. Student ID number

Also spot check for these possible irregularities:

1. Large amounts of time on a page coded to only two or three events, where it appears unlikely that the time would be equal for each event. For example, one cycle of transition and one cycle of break might be coded on the same page with a 50-minute time period. It is likely that the transition should be something like 5 minutes and the break (perhaps a lunch period) the other 45 minutes. These errors should be fairly obvious and need to be corrected.

2. Start of school or end of school times that appear to be highly irregular (more than 30 minutes off). Check our records of class schedules if you are unsure of the correct times.

3. The use of the Absence code for split day coding, where some students are coded as absent early in the morning and the others are coded as absent late in the afternoon. Check our class schedule records if you are not sure whether a class in on a split day schedule. Erase all student ID numbers and the associated absent codes as appropriate by current procedures for split day schedules.

Keep a tally of the numbers of errors of different kinds, using one of our tally sheets prepared for this purpose (attached).

When you have checked one full day of op scan pages, put a check and your initials (✓XX) in the upper right hand corner of the first op scan page for that day.

2/77
:dw

CODING CHECK TALLY SHEET

Checker: _____

Date of Checking: _____ Number of Hours Spent: _____

Op Scan Days Checked (give observers initials and date thereof:)

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

	Page Number	Observer ID	Date	Teacher ID	Student ID	Grade	Minutes	School Start or End Times	Irregular Events by Time on a Page	Split Day Coding w/ Absent
Omitted										
Entered Incorrectly										

D-4-4

Op Scan Coding Checklist

Check these items only on the first page of each day of observation:

1. Page number (one)
*2. Observer ID number
3. Date of observation
*4. Teacher ID number
*5. Grade level (2 or 5)

*Be sure to use master-lists of correct observer and teacher ID numbers and correct class grade levels.

Check these items on all op scan pages:

1. Number of minutes coded for the page
2. Student ID number (Be sure to use a master-list of student ID numbers.)

Also spot check for these possible irregularities on all op scan pages:

1. Large amounts of time on a page coded to only two or three events, where it appears unlikely that the time would be equal for each event. For example, one cycle of transition and one cycle of break might be coded on the same page with a 50-minute time period. It is likely that the transition should be something like 5 minutes and the break (perhaps a lunch period) the other 45 minutes. These errors should be fairly obvious and need to be corrected.

2. Start of school or end of school times that appear to be highly irregular (more than 30 minutes off) Check our records of class schedules if you are unsure of the correct times.

3. The use of the Absence code for split day coding, where some students are coded as absent early in the morning and the others are coded as absent late in the afternoon. Check our class schedule records if you are not sure whether a class is on a split day schedule. Erase all student ID numbers and the associated absent codes as appropriate by current procedures for split day schedules.

Keep a 'tally' of the numbers of errors of different kinds, using one of our tally sheets prepared for this purpose (attached).

When you have checked one full day of op scan pages, put a check and your initials (/XX) in the upper right hand corner of the first op scan page for that day.

3/77

OP SCAN ID INFO PRINT-OUT CHECKING PROCEDURES

1. Use pencil.
2. Start by drawing horizontal lines dividing each observation day.
3. Note that 9 or 99 or 999 or 9999 indicates missing data (which may be correct).
4. Write out the appropriate corrections on the right side of the page, with an arrow indicating what is to be corrected (in the print-out on the left side).
5. Refer to the xerox copies of the op scan sheets whenever necessary to determine what the appropriate correction is.
6. Note that the column headings appear at the beginning of the print-out listing. The headings are:

DATE OBS TCH GRD PG EVT MIN STUDENTS

Do each of the following checks:

A. For each day of observation, scan the following columns:

DATE OBS TCH GRD

Look for any inconsistent entries (this information should be the same throughout each day of observation). Also look for any missing data, as indicated by one or more 9's. These columns should not have any missing data except the second and third digits for GRD, which should always be missing. That is, second grade is indicated by 299, while fifth grade is indicated by 599.

B. For each day of observation, scan the PG column. The page numbers should go in sequence from 1 to whatever (last entry for the day). However, do not worry about page numbers being out of order. Do worry about repeated page numbers. (This could be just a repeated page number, or the entire page could have been recorded on the data tape twice. You may need to check back to the xerox copies of the op scan pages to sort this out.) Also, do worry about missing page numbers. If a 99 is entered, then write in the appropriate page number to the right. If it appears that an entire page is missing (a number

is skipped entirely, with no entries at all in the row; i.e., no 9's), then check the xeroxed op scan pages. Correct as necessary.

C. For each day of observation, scan the EVT and MIN columns. If you find any missing data, check the xeroxed op scan pages for the correct entries, and make the appropriate notation to the right. Also, look for pages where at least two events are recorded and there is either more than ten minutes per event or less than two minutes per event. Therefore, if there is only one event on the page, then any amount of time is acceptable. Also, if there are two or more events with exactly two or exactly ten minutes per event, then this is acceptable. However, whenever two or more events are entered with more than ten or less than two minutes per event, then check the op scan pages to be sure that this is not due to any incorrect procedures (such as a short transition and a long break on the same page). Correct as necessary.

D. For each day of observation, scan the six columns of student ID entries, under STUDENTS. Look for inconsistencies and check the xeroxed op scan pages when you find any. (Make notation of appropriate corrections.) Also check for missing data (99's). Some patterns of missing student ID's are acceptable, such as those that appear to represent split-day schedules (some students missing in the morning, others missing at the end of the day), or those that appear to represent a student coming to school late or leaving a little early (such as one student missing on the first page or one student missing on the last page), or those that appear to represent a student working in class after school (such as all but one student missing on the last few pages). Therefore, student ID's must be checked carefully for irregular patterns. If student ID's are missing in the middle of entered ID's (entered for the same students on preceding and on following op scan pages) or if a student ID is entered for one op scan page when the preceding and following pages show missing data (such as an erroneously entered ID when the student is out on a split-day schedule) then check the xeroxed op scan pages and correct accordingly.

BTES Pupil

Socio-Economic Status Form

The purpose of the socio-economic status classification is to provide descriptive information about the BTES classes. This information has been requested by the California Commission for Teacher Preparation and Licensing, the sponsors of the BTES project. We are asking you to provide your estimate of parental occupation for each of the identified pupils plus an additional estimate which will be used to describe your class as a whole.

Occupation has been selected as a measure of socio-economic level because a survey has indicated that teachers are more likely to know the occupation of the pupil's parents or guardians than other indicators of socio-economic status.

Mark the category which corresponds closest to the occupation of the pupil's father, mother (if she is the breadwinner), or guardian. If both parents work, classify the father's occupation. If the child's father, mother (if she is the breadwinner), or guardian is unemployed and seeking employment, retired, or a student, try to select the category which represents the lifetime occupational level of the father or mother.

Examples are provided showing occupations which belong in each category. Do the best you can in estimating the socio-economic level of the family without questioning the child or his family. Your best guess is still better than no information at all. Since individual scores will never be reported, you can make an estimate without fearing that an individual child may have been "mis-categorized."

Use the "Unknown" category only as a last resort. When you do code "Unknown," please estimate which category you think the child's family breadwinner fits into and mark it as well as "Unknown."

Executives, Professionals, and Managers. For example:

Bank presidents, research directors, judges, commissioned military officers, government officials, mayors, accountants, architects, graduate engineers, dentists, lawyers, clergymen (professionally trained), physicians, psychologists, university professors, postmasters, managers (farm, office, sales), police chiefs, chiropractors, corrections officers, librarians, social workers, teachers (elementary, secondary), public health officers, nurses, musicians.

Semi-Professionals, Clerical and Sales Workers, and Technicians. For example:

Sales representatives, section heads, service managers, military warrant officers, actors, deputy sheriffs, laboratory assistants, morticians, dental hygienists, piano teachers, radio-TV announcers, reporters, travel agents, farm owners, bank tellers, bookkeepers, business machine operators, typists, stenographers, technicians (dental, laboratory), clerks (bank, post office, sales), supervisors (factory, maintenance), draftsmen, factory inspectors, truck dispatchers.

Skilled and Semi-Skilled Employees. For example:

Auto body repairers, bakers, barbers, carpenters, chefs, trained maintenance men, steam fitters, Army sergeants, firemen, hair stylists, locksmiths, lumbermen, mechanics, masons, printers, patrolmen, plumbers, postmen, TV repairmen, tailors, welders, equipment-owning farm tenants, hospital aides, apprentices (plumbers, electricians, etc.), assemblyline workers, bartenders, bus drivers, delivery men, gas station attendants, factory machine operators, housekeepers, roofers, practical nurses, store checkers, taxi and truck drivers, waiters/waitresses.

Unskilled Employees (including those on welfare and those not regularly employed.) For example:

Parking lot attendants, cafeteria workers, car cleaners, dock hands, domestics, farm laborers, garbage collectors, janitors, construction laborers, peddlers, street cleaners, those on public assistance, those not seeking employmentt.

Unknown

If you code this category, also mark the category which is your best estimate of the socio-economic level of the child's family.

†Adapted from A. B. Hollingshead, "A Two-Factor Index of Social Position," privately printed, New Haven, 1957.

Identified Student _____

SOCIO-ECONOMIC STATUS

- ○ Executives, Professionals, and Managers
- ○ Semi-Professionals, Clerical and Sales Workers, and Technicians
- ○ Skilled and Semi-Skilled Employees
- ○ Unskilled Employees (and Welfare)
- ○ Unknown

Identified Student _____

SOCIO-ECONOMIC STATUS

- ○ Executives, Professionals, and Managers
- ○ Semi-Professionals, Clerical and Sales Workers, and Technicians
- ○ Skilled and Semi-Skilled Employees
- ○ Unskilled Employees (and Welfare)
- ○ Unknown

Identified Student _____

SOCIO-ECONOMIC STATUS

- ○ Executives, Professionals, and Managers
- ○ Semi-Professionals, Clerical and Sales Workers, and Technicians
- ○ Skilled and Semi-Skilled Employees
- ○ Unskilled Employees (and Welfare)
- ○ Unknown

Identified Student _____

SOCIO-ECONOMIC STATUS

- ○ Executives, Professionals, and Managers
- ○ Semi-Professionals, Clerical and Sales Workers, and Technicians
- ○ Skilled and Semi-Skilled Employees
- ○ Unskilled Employees (and Welfare)
- ○ Unknown

Identified Student _____

SOCIO-ECONOMIC STATUS

- ○ Executives, Professionals, and Managers
- ○ Semi-Professionals, Clerical and Sales Workers, and Technicians
- ○ Skilled and Semi-Skilled Employees
- ○ Unskilled Employees (and Welfare)
- ○ Unknown

Identified Student _____

SOCIO-ECONOMIC STATUS

- ○ Executives, Professionals, and Managers
- ○ Semi-Professionals, Clerical and Sales Workers, and Technicians
- ○ Skilled and Semi-Skilled Employees
- ○ Unskilled Employees (and Welfare)
- ○ Unknown

For your class as a whole (including the identified students), please estimate the percentage of students in each category (please check to see the total percentage equals 100).

Category	Percentage
Executives, Professionals, and Managers	
Semi-Professionals, Clerical and Sales Workers, and Technicians	
Skilled and Semi-Skilled Employees	
Unskilled Employees (and Welfare)	

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D-6-1

Ethnicity Survey

Teacher _____

Sex _____

Ethnic Group _____

1. Student _____

   Sex _____

   Ethnic Group _____

2. Student _____

   Sex _____

   Ethnic Group _____

3. Student _____

   Sex _____

   Ethnic Group _____

4. Student _____

   Sex _____

   Ethnic Group _____

5. Student _____

   Sex _____

   Ethnic Group _____

6. Student _____

   Sex _____

   Ethnic Group _____

ONFIDENTIAL

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Beginning Teacher Evaluation Study (BTES)
Fieldworker Debriefing Form

Fieldworker _____

Teacher _____

School _____

We would appreciate your cooperation in filling out this questionnaire as honestly and completely as possible. This is an opportunity for you to share your insights regarding the classrooms and teachers you have observed during the course of this study. Please feel free to add any additional comments you feel are relevant at the bottom of this form. Thank you!

1. Describe the teacher

2. What major changes have occurred in this classroom during the course of the study, specifically in the following areas:
   a. Teacher behavior:

   b. Identified Student behavior, particularly academic performance or attitude (positive or negative):

3. Did the teacher seem to interact any differently with identified students versus regular students? Please be specific and give examples.

4. Please give any additional information concerning this classroom that you feel is not reflected in the data you have been collecting:

Teacher Questionnaire Items

TEACHER_____

GRADE_____

DATE_____

Please indicate the level of your agreement or disagreement with the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I would enjoy leading a workshop on teaching techniques.	5	4	3	2	1
2. I would be very much interested in showing other teachers techniques and procedures I've developed.	5	4	3	2	1
3. If my school financed it for me, I would be extremely interested in acquiring a supervisory certificate.	5	4	3	2	1
4. I personally wish good teachers got more recognition.	5	4	3	2	1
5. I would be competent in making supervisory evaluations of other teachers.	5	4	3	2	1
6. It is very important for me to be in a school district with many opportunities for the classroom teacher to become a master teacher or administrator.	5	4	3	2	1
7. When I was an elementary school student (first through eighth grades) I liked mathematics especially well.	5	4	3	2	1
8. When I was an elementary school student (first through eighth grades) I liked reading especially well.	5	4	3	2	1
9. When I was a high school student (ninth through twelfth grades) I liked mathematics especially well.	5	4	3	2	1

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10. When I was a high school student (ninth through twelfth grades) I liked reading especially well.	5	4	3	2	1
11. I feel quite comfortable and knowledgeable when reviewing mathematics curriuclum materials.	5	4	3	2	1
12. I feel quite comfortable and knowledgeable when reviewing reading and language arts curriculum materials.	5	4	3	2	1
13. I particularly enjoy teaching mathematics.	5	4	3	2	1
14. I particularly enjoy teaching reading and language arts.	5	4	3	2	1